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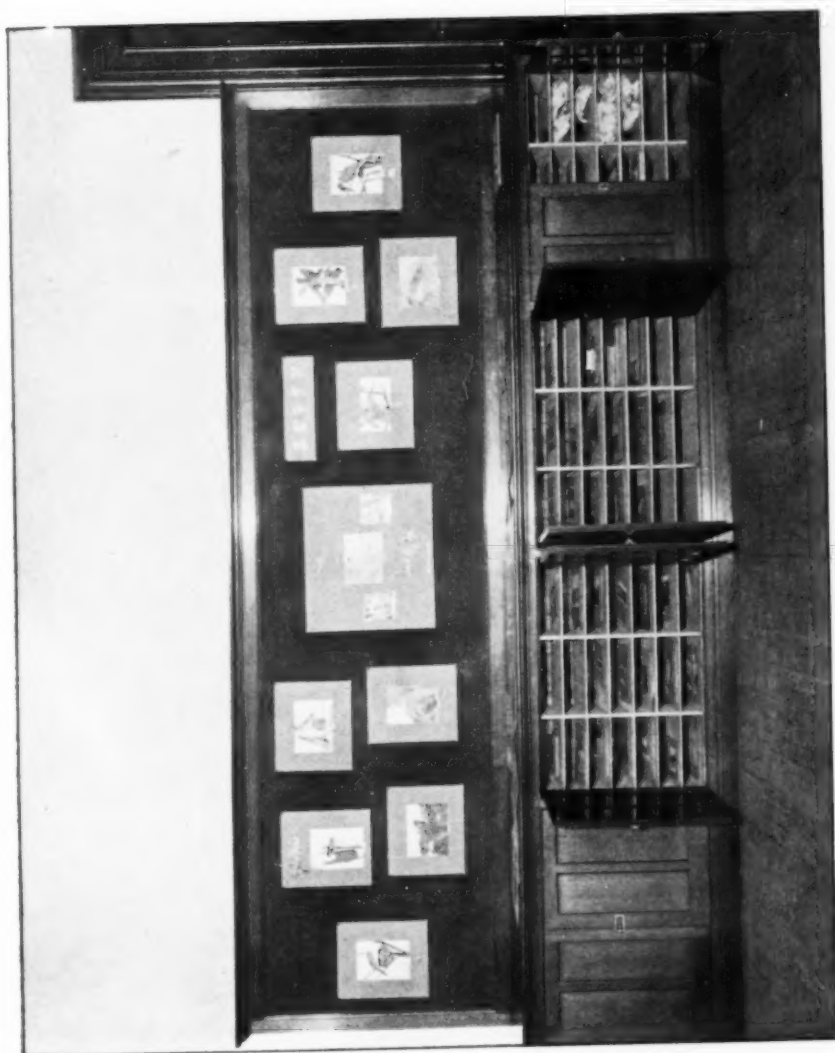
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TEACHERS' ROOM, SCHOOL DEPARTMENT, BUFFALO PUBLIC LIBRARY.



# THE LIBRARY JOURNAL

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As an example of organized co-operation between the public library and the public schools the work done by the school department of the Buffalo Public Library, described elsewhere by Mr. Elmendorf, should have careful attention. The organization of the school work as a distinct department of the public library, ranking with the reference, circulating, and other departments in importance, its equipment in special quarters in charge of a special staff, is a development that is likely to become more and more the rule as the public libraries in the larger cities follow the present lines of growth. There can be no doubt of the value and efficiency of such an organization in reaching, as Mr. Elmendorf points out, "the largest body of citizens in the most effective and least expensive way, at the most impressionable and most hopeful time in their lives." The only question is how far the library can go in providing the large quantities of duplicate books required for this school use, without curtailing its usefulness in other directions; and this question it seems should find its solution in the acceptance of school library work as a special function of the library demanding special support. For the public library is the natural center of the library activities of a city, and the establishment and management of collections of books for school use must be more effective when carried on by the trained force and supported by the collections of a well equipped public library, than when they are simply one of the minor features of a city school system.

So close is the relationship between the use made of the public library by children in the public schools and the direction of children's reading through the library itself, that no librarian concerned with the extension of library facilities through the schools can afford to leave the work of the children's librarian out of the reckoning. If the school department furnishes the machinery through which books are brought to the children, and teachers are aided in their work, the attendants in the children's room are the personal influence that count for most

in making the library the children's natural resource for pleasure and for help. The work of the children's librarian has been the subject of much discussion, her qualifications have been set forth at length; but the actual conditions under which her work is done and the relation of those conditions to the qualifications she is supposed or desired to possess have not been sufficiently emphasized. Miss Moore, in her article printed elsewhere, has treated this aspect of library work for children with a practical and clear-sighted understanding that is most suggestive. It cannot be too often repeated that the most effective library work is personal, not mechanical; and that a person who knows books and knows children, and cares for both, is worth far more to a children's department than machine-made lists or stereotyped picture bulletins. If librarians would give the same thought to analyzing and improving the conditions of personal service in the various departments of their libraries that has been given to the development of mechanical equipment, the sum total of library efficiency would be many times multiplied.

In its first year-book the Carnegie Institution has given a review and a forecast of its place in the world of learning. Its function is definitely to promote and stimulate research through individuals and institutions already equipped, rather than to enter the field as a rival of existing agencies. It is, in fact, a society for the propagation of the gospel of science, and its field and influence through this wise purpose of its organizers is thus made truly national. Its concern lies chiefly with the higher sciences, and the reports of its various committees outline important undertakings in varied fields. Bibliography, in its relation to all the sciences, is considered as a possible activity, and the report of the special committee on this subject is given in full elsewhere. It commits the Institution to no definite policy or plans, reviewing the general field and pointing out the practical difficulties in the way of any national bibliographical undertaking. The revival of the *Index Medicus* is so far the chief biblio-

graphical enterprise aided by the Institution, and its influence, as in this instance, is likely to be given to the development of work already established, instead of to the creation of new activities. This will be a disappointment to some; but in the end the conservative and guarded attitude indicated in the committee's report cannot fail to exert a wholesome influence upon bibliographical endeavors in this country.

### Communications.

#### TARBELL'S "LIFE OF LINCOLN."

THE LINCOLN HISTORY SOCIETY, 150 Fifth ave., New York City, is offering Miss Tarbell's "Life of Lincoln" in four volumes, at \$9. I have seen the books and they are identical in matter with the same work published in two volumes, by McClure, for \$5. Each volume has been divided and forms two volumes in the new set, and the price is nearly doubled, more than doubled when the usual library discount is considered. It would seem as if this matter deserved to be made public as the form of the new set is quite likely to make people think it contains much new matter.

J. I. WYER, JR.

UNIVERSITY OF NEBRASKA,  
Lincoln, Neb.

#### PRINTED CARDS FOR THE WARNER LIBRARY.

I SEE by the recent circular issued by the Publishing Board of the American Library Association that the cards for the "Warner library of the world's best literature" are still in print, and for sale for the small sum of \$6.

May I say a word through your columns to the libraries which have not yet availed themselves of the opportunity to buy this very valuable index?

I think it is no exaggeration to say that nine-tenths of the use of the "Warner library" here in Brookline is through this index, which forms a part of our card catalog. Any library which owns the set of books should buy the cards and insert them in the catalog without further loss of time; and any library which owns neither would do well to buy both books and cards.

LOUISA M. HOOPER.

PUBLIC LIBRARY, }  
Brookline, Mass. }

#### ABOUT TITLE-PAGES.

HAVE publishers of periodicals ever tried to compute the amount of time that they compel library assistants and others to waste in hunting title-pages and indexes? There is a madness in the placing of these; but no

method. These are some of the positions in which they have been discovered:

- (a) At the beginning of the volume.
- (b) At the end of the volume.
- (c) At the beginning of the last number of the volume.
- (d) In the middle of the last signature.
- (e) In the first number of the succeeding volume, or in weeklies in the third or fourth number.

(f) *Nowhere.*

Some publishers seem to set a low value on their works by issuing no title-page or index, not thinking that much of their usefulness depends on having ready means of finding what they contain.

It would be a boon to many library assistants and literary workers if publishers would issue title-pages and indexes, and make them a part of the book and send them to all subscribers; and also if they would adopt some uniform method of placing them.

This could be done without much trouble and expense, on some such plan as this:

Print them with the volume to which they belong.

Print them at the end of the subject-matter of the volume.

Print them in such way that the title-page and contents can be removed without tearing a sheet.

Title-page and contents may be printed separately from the index.

It is a shocking practice of some publishers to print the title-page on the last signature so that it must be *torn off*.

JOHN EDMANDS.

#### LANTERN SLIDES FOR LECTURES ON LIBRARY WORK FOR CHILDREN.

MISS E. C. DOREN, librarian of Public Library, Dayton, Ohio, gave on March 27 an illustrated talk on "The library's opportunity," before a general audience in Association Hall, Dayton, and wrote at that time asking for lantern slides that illustrate the child life of the streets to which the children's work of our American libraries makes its appeal. It was a great pleasure to forward her 25 slides to supplement those she has from other sources, and she was able to let her audience see for themselves the great opportunity for service which lies open to the children's librarians. Adult library work is no less important because children's library work has been discovered here in America, and it seems to me that many can be interested in the support of public libraries as a whole by presenting the special need of library efforts on behalf of children. There is nothing to hinder the use of these same slides in other cities, and I for one should be glad to lend mine on request to any others who wish to follow what seems to me Miss Doren's good example.

E. M. FAIRCHILD.

29 So. Pine ave., }  
Albany, N. Y. }

## THE SCHOOL DEPARTMENT OF THE BUFFALO PUBLIC LIBRARY.

BY HENRY L. ELMENDORF, *Superintendent Buffalo Public Library.*

THE idea underlying the development of definite and systematic work by the Buffalo Public Library in the public schools has been, not so much to help the children more easily, pleasantly and thoroughly through the ordinary school course, though that is very desirable and possible, but rather to reach the largest body of citizens, in the most effective and least expensive way, at the most impressionable and most hopeful time in their lives, with the message of the never exhausted pleasures and profit of good books.

The city of Buffalo pays, and pays willingly and liberally, for a free, public, tax-supported library, the only tenable argument for which is, probably, that it is an effective means of making happier, wiser and more useful citizens. The city gathers each day of some two hundred days in the year sixty thousand of her citizens, at an expense fifteen times greater than the cost of the public library, for the express purpose of suggesting to them the various ways by which they may develop into happy, wise and useful citizens. Nowhere else does the city gather her citizens in any such numbers or in any such easily accessible way. If there is any means by which two institutions which are supported by the city for one and the same purpose can unite their endeavors, the one strengthening, deepening and enlarging the work of the other, is it not manifestly a culpable waste of both appropriations if they do not join forces?

The idea of systematic co-operation between public schools and public libraries is not a new one. Such co-operation has been more or less extensively carried on under different methods in numbers of other cities. The use of miscellaneous books in Buffalo's public schools is not an innovation. Every public school has something in the way of a school library bought with the appropriation made by the state for such use with added city money, supplemented in many schools by gifts, the proceeds of entertainments, etc. Some of these libraries were good, especially in the newer schools, but all

of them were inadequate, and all of them failed in the vital matter that the use of these books brought no association with the public library. They were school property, and there was no suggestion in them that when school days were over there were in the public library more and better books and cheerful, intelligent help in selecting them, always free to them as one of their rights and privileges as children and citizens of Buffalo. This is the vital lack in all distinctly school libraries. Many of them may, and do, succeed in giving children good books during school days, but they must fail in emphasizing the free, convenient, enjoyable access to books of like character for use all through their lives, offered by the public library.

The circumstances combined to make the opportunity for systematic co-operation between the public library and the public schools peculiarly favorable. The library, as a public library, was a new institution, the successor of a large and very liberal proprietary library. It was without trammels of precedent and begun at a time when the idea of library extension was the topic of the library world, and with the experience of other librarians as warning and encouragement. The school authorities of the city were wide awake to the value of the co-operation and have since, at every step, worked with the library officials, supplementing and authorizing with intelligence and good will every advance in the system.

The Buffalo Library for some years before it was made a public library, gave one thousand free tickets to school children, and these children were among the most appreciative readers of the library. The children were thus drawn to the library and their taste for reading stimulated, so that one of the most effective arguments for making the library free was that if it were free, much more could be done in the schools.

The board of directors of the library has been in sympathy with the work from the start, and when it was necessary for them to appoint a new librarian, they made careful

inquiry of those they considered for the position, as to their ideas about, and attitude toward, the school work.

The plan adopted was, briefly, as follows: The schools where the libraries were to be installed were to turn over to the Public Library all their miscellaneous books, retaining only purely reference books. The books taken over were to be sorted and those considered useful were to be used in the new plan. These books were to be supplemented by others from the Public Library, and returned in the form of a library for each class room, about equal in number of volumes to the number of pupils. All the school principals were invited to a meeting at which the scheme was thoroughly explained, and they were given ample opportunity to understand and discuss it. The outlines of the plan were afterwards embodied in a circular letter which was sent to each principal, and two weeks allowed to consider it and decide, in consultation with the class teachers, whether application should be made for the class room libraries. The library directors decided to make the experiment with ten schools only, and as twenty-four schools applied in response to the first invitation, the selection was difficult. The ten were finally chosen by the Superintendent of Education and the Superintendent of the Public Library, taking into consideration the distance of the schools from the library, the character of the district in which it was located, and the possession by both principals and teachers of such an intelligent sympathy with the idea as would give the experiment a fair test.

The books turned over to the library by the schools seemed to show a plain need that selection and purchase should be in the hands of a single headed institution like the public library, which could be held responsible, rather than a composite body of principals and teachers. Only about twenty per cent. of the books in the old school libraries were thought fit to return, and the public library added more than five thousand volumes. The selection was made with the greatest care, in an effort to include only the best. The books were all thoroughly examined and most of them critically read. In the attempt made to grade them, we found that our great temptation was to select books that were too old for the children. Many errors were made, some

of which experience and observation have helped to correct. Five years of study have brought the conviction that any graded list must be approximate only, and that no hard and fast rules can be fixed. Each school and each class must be studied, with the aid of the teacher, before intelligent assignment of the books can be made.

The very simplest method of charging was devised, to be kept by the teacher. An alphabetic list of the books by their titles, in a record book, with space for names of pupils drawing books, with dates of drawing and return, was sent with each library. So many changes had to be made from time to time in the libraries that we found it convenient to substitute a record on cards for the record books. We use a card  $12\frac{1}{2} \times 15$  cm., punched at the bottom, and the whole tied with a cord to keep them together and in order.

Each teacher was allowed to make her own rules for using the books. They might be used in the school room, for reading to the children, drawn for home use, or in any way thought best, our only restriction being that they must never be used as rewards or punishments.

Library assistants visit each school twice each month, once to take the necessary statistics from the records, and once in a friendly way to talk with the teachers to find whether the books are suitable, to take account of any special wants, and to aid the work in every way possible.

Reasonable care of the books is required, but only such as is given to other city property, and in case of loss or damage, there is no money liability for the teacher. The libraries are changed once during the school year by shifting from room to room, or from school to school.

After testing the books two years, an author title list by grades was published. This served for two years when we published in 1902 our present "Class room libraries for public schools." This list, which was enlarged to include subject entries, in spite of its many shortcomings and imperfections, has proved extremely useful. We offered it at cost of printing to other cities, and distributed about eighteen hundred in this way. The edition of 3500 is now nearly exhausted.

The mounted picture work is also in the charge of the school department. We have

over 15,000 of these pictures now in circulation. We use no expensive pictures or photographs because we cannot afford them, but make use of every available method to collect magazine pictures and mount them on manila board. We have a few mounted on ornamental board, but as a general thing, the plain, cheap paper has to be used. Nothing is sacrificed, however, in care in mounting. All the pictures are pasted squarely and evenly, and each bears its appropriate label. When mounted, these pictures are distributed in the pigeon holes of the picture room shown in the illustration, classified by subjects. Teachers can select their own pictures, or they can send for a lot on a stated subject, and the library selects them. For sending out the pictures, we use a strong manila box, open at the end, which costs six cents, and answers the purpose very well. The use of the pictures is not confined to the schools where we have class room libraries, but all the teachers from all the schools are invited to use the picture room and the pictures. It is needless to tell anyone who has attempted to do this picture work that the teachers are eager for them and the supply is not equal to the demand, despite our best efforts.

We have added to the ten schools with which the start was made each year as our means would allow, until now we have thirty-six schools, with five hundred and ninety-eight class room libraries under our care. Three library assistants devote their entire time to the school work, with extra help from other departments when changes are made in the libraries.

We started with very modest, in fact very cramped quarters, in a corner of one of the library work rooms. When the Buffalo Historical Society moved to its own building last year, it gave us room to establish a school department in the library which bids fair to become as important as the class room libraries themselves. We have been able to establish, in connection with the rooms used to do the detail work, what might be called a headquarters for teachers. Five rooms are devoted to the school department. The first is a large, light and airy work-room. Next comes the stack room where the books are stored when not in use. This is fitted with wall cases of oak, and the Library Bureau metal stack in the center. Next is the teach-

ers' reference room, of which a rather inadequate view is given in the illustration. The room is tastefully furnished and fitted with wall cases in oak. Here are shown samples of all the books we use in the schools, arranged by school grades. School reference books are here for examination, and a small pedagogical library. Any books that teachers wish to see or use are brought to this room for them. The fourth room is the picture department. The walls are covered with buckram for the display of the pictures, and oak cases, table high, are filled with pigeon holes where the pictures are kept in regular classified order. The fifth room, which gives on the court of the building, serves for shipping and receiving.

The difficult, but natural and practical, question is, what is the result of all this? What do we gain? The statistics of use of the books is the most tangible result we can record. The first year, with ten schools, showed a home circulation of 27,469, with 6400 volumes in use. In 1902, with 36 schools, 598 class room libraries and 27,053 volumes in all, the home circulation was 285,726. These figures speak for themselves, but it must be remembered that the books are not general, but selected, so that the circulation might justly be called "approved."

We notice a growing tendency of the young people of the city to frequent and use the library, and often we have reference to their experience with the books in the schools.

We have also the testimony of the teachers and have yet to hear of the first case where a teacher or a school that has had books from the public library would be willing to give them up, or to go back to the old plan of the distinctly school library. I asked for a report of results from the City Superintendent of Public Instruction, and he very kindly turned over some of the letters he received from the principals. Each letter shows satisfaction with the plan and the method. One principal writes: "I have noticed a great and gradual improvement in the general intelligence of our pupils, during the last six years, in their attitude towards the school, in their relations with each other and in all that indicates an increased culture. Many factors have contributed to this result and prominent among them are the class libraries under the supervision of the Public Library. Many of the



pupils are acquiring a taste for good reading. I can see a marked improvement in the English of the pupils of foreign parentage where English is not spoken in the homes. The books also reach other members of the families of the pupils."

Another writes: "We teachers realize daily how much these school room libraries are helping us to form right tastes, a moral backbone and altruistic spirit in our children. The taste for good reading has grown and it is a long time since we have been obliged to confiscate any pernicious literature found in the hands of children. We have specific instances. I recall the case of a slovenly, surly, incorrigible boy, the despair of his teachers, metamorphosed into a neat, polite, interesting boy, in a little more than a year, entirely through the judicious selection of interesting books, and a sympathetic interest in his interests on the part of the teacher. He loved to read, and read trash. His attention was turned to history and in a year our boy was the best his-

torical debater in the school. The recitations have grown richer by the facts, stories, etc., the children glean from the books. The influence of well written books is shown in their thought and their vocabulary."

One more testimony: "The bad boy who is bad because he is idle is reached by the books as he can be in no other way. We diagnose the bad boy and ask the library to prescribe. We would give up much before we would give up the library books. They are the *spirit*, and the text-books and conventions of the school room, the letter of our teaching."

I could "swear many other witnesses," but these are sufficient to show how the school people regard our system. Our success is not uniform, but varies with the ability of the teacher to make use of the facilities we offer. Our ideal is to furnish the teachers a means, or at least an aid, to develop each individual child along the line of his strongest inclination and greatest ability.

#### THE WORK OF THE CHILDREN'S LIBRARIAN.

By ANNIE CARROLL MOORE, *Pratt Institute Free Library.*

THE fitness of the children's librarian for her work both on the score of natural qualification and on that of special training has been given due consideration. Several classes for the special training of students and assistants have been formed in the library schools in the larger libraries and in one, at least, of the summer schools. The two years' course, with exceptional opportunities for practice work, offered by the Training School for Children's Librarians at the Carnegie Library of Pittsburgh, represents the most advanced development in this branch of library training.

As we emerge from the experimental stages of a work which has been of such recent and such rapid growth, it seems wise to pause and reflect and to state a third requirement in the successful development of children's libraries—viz., the *fitness* of the work itself for those who seem adapted for it and who elect to do it. It is, therefore, with the work of the children's library in its practical relationship to the library as a business institution and to the children's librarian as one

of the important factors of this institution, that this paper is chiefly concerned. This aspect of the subject is, I believe, of considerable moment at the present time, though it is less familiar than the somewhat sentimental aspect which is suggested to the minds of many people by the phrase "library work for children" in which picture bulletins, story hours, low tables and chairs, wild flowers and picture books, abnormal statistics and suggestions for public school work shift like the changing patterns of a kaleidoscope, leaving one with no coherent impression of the work as a whole, of what it is we are actually doing or trying to do in children's libraries and of how we are doing it.

What we are really trying to do is to get the right book into the hands of the right child at the right time. Precisely the same problem which vexes the entire library world and the school world, and for the solution of which the children's library offers exceptional opportunities. The children's librarian should act as a medium between the books and the children.



But what are the conditions under which she has to labor and what are the demands of the work upon her?

"Do you think," asked a thoughtful and intelligent young woman, "that the work with children is going to be a permanent feature in the library work of the future?"

She was weighing in the balance reference work and the work of the children's department after actual experience in both kinds of work, preceded by three or four years of successful experience in teaching. She felt there was already somewhat of a reaction on the part of the very people who set the ball rolling and questioned whether they were prepared to stand back of it with substantial financial support.

"The work," she said, "requires an enormous sacrifice of youth and strength, it seems to me, and these do not come again. Can a young woman who is not only herself dependent upon her salary but who has others dependent upon her, afford to give the best years of her life for so inadequate material compensation as is represented by the average salary of a children's librarian? What hope of promotion or advancement does the work hold out to those who have served a term of probation?"

"Has anybody thought it all out?"

As to the permanence of the work, it seems safe to say with Emerson, "the qualities of sugar remain with sugar and those of salt with salt." The mere fact that there has been a good deal of sentimentalizing over the work does not make less permanent the principle on which the work is based, the result toward which our effort should be constantly directed, nor the wisdom of some of the methods employed for securing that result. In devising means to supply the right book to the right child at the right time, it is quite true that we have sometimes lost the sense of proportion, because we have become so embarrassed by our own idea plus the ideas of the rest of the library world who have not been able to put themselves in our place. There is a sentiment which arises at the sight of childhood in which children have no part, and it is very largely due to the expression of this sentiment that certain theories of education in general and particularly in relation to the kindergarten and the children's library have been frowned upon by those who

are really in hearty accord with the principle on which the work is based.

We have been wonderfully helped, however, by the strong advocates of children's libraries, and that the number of these has increased year by year is attested by the establishment of the Children's Librarians' Section in the A. L. A. and by the large enrollment of associate members in this section at the Mag-nolia conference. I am perfectly confident that when we can fairly present what some of us now *feel* about the work substantial support will not be lacking to carry it as far forward as it is capable of being carried, but we have got to work out our own salvation. It is easy enough to see that the reading of good books plays an important part in the development of a boy or girl, but how and when and where the part is played is most difficult to put into words, if indeed it can be put into words at all. We would better not make the attempt until we have come to a more intelligent agreement as to what are the good books for boys and girls than has yet been reached.

How little there is in print on which to base critical standards either in the methods of work for a children's library, or in the selection of the books may easily be discovered by hunting down these subjects in the files of the *LIBRARY JOURNAL*, *Public Libraries*, and library reports. General statements in favor of special rooms for children abound, accounts of special features of work undertaken by different libraries are numerous, but of the work as a whole and of the manner of building it up there is very little to enlighten.

Mr. Foster's article, first written for the *Providence Journal* and published in the *LIBRARY JOURNAL* for last November, is a notable exception, for he gives clear and detailed information about the everyday work of a children's library during an entire week. The non-sensational heading under which the article appears is a distinct relief from the "Picture books for cunning tots," "Fairy tales for the little slum dwellers" order of heading usually employed by local papers, and under which there appears a popular account or "little story," as it is designated by the reporter who begs for anecdotes and personal confidence. If more libraries with established children's rooms would contribute such definite statements as Mr. Foster's with regard to

methods of work it might be possible to compile a very useful little handbook on "Methods of work in children's libraries," which could be easily adapted to local conditions and which would be a distinct aid to the younger children's librarians.

To return to the questions with which we began. The work in children's libraries requires an enormous sacrifice of youth and strength and these do not come again. "Can a young woman who is not only herself dependent upon her, afford to give the best years of her life for so inadequate a compensation as is represented by the salary of the average children's librarian?" This brings us face to face with demands of the work which are very much more exacting than has been commonly taken into account in the apportionment of hours of work and in the selection of the place in which the work is to be carried on. There is a peculiar and very exhausting nervous strain about the general government of a children's library even under the most favorable conditions. Such conditions exist in a dignified library building, where the children's librarian is well paid, the children's room is conveniently situated, suitably furnished, well ventilated and supplied with an abundance of sunshine, pictures and books, and a janitor or policeman is within call to take care of outside disturbance. What then must be the strain upon the poorly paid children's librarian who is laboring under very different conditions in a small, dark, ill-ventilated, poorly equipped room, opening directly off the street with the easy transfer of an outside disturbance to the inside. Successful discipline in either case calls for mind power to direct at the right moment. Pleasant surroundings do not *give* this power of mind but they help wonderfully to conserve and develop it. The chief danger lies in the dissipation of it by the attempt to do too many things at the same time.

The public school system imposes upon its teachers a crowded curriculum, but it does not impose upon them the necessity of teaching all the subjects at once. In all the overcrowding of school buildings there has been a recognition of physical limitations. No teacher so far as I know would be expected to take care of 150 children in a room seating 50.

The children's librarian is commonly accounted capable of recommending the books, stamping the books, teaching the children the care of the books, seeing that the books are not stolen, performing all clerical work connected with the issue of the books, furnishing information on all topics connected with the course of study in the public schools, watching the effect of bulletins on children and teachers, giving a great deal of help to teachers or receiving help from them, welcoming interested visitors, and at the same time preserving in her crowded room the quiet atmosphere which should always be felt in a library and which is probably never secured save by the exercise of a commanding personality. All this she must do during a period of two or three hours in the late afternoon when the powers of most people are depleted by the earlier work of the day and one has not yet risen to the concert pitch sometimes attained in evening hours, which usually means working on one's nerve and is to be labelled *dangerous*.

The children's library so far as I know recognizes no limitations of space, although it does in many instances recognize limitations in the service, and provides a liberal number of assistants during rush hours. There is not, however, as full a recognition of the limitations in service as the best interests of the work and the workers demand, as is evidenced by the reports of nervous prostration and inability to carry to a final issue various enterprises which have been undertaken without estimating their physical requirements. With reasonable allowance for the fact that very few people really know themselves or their work, I venture to suggest a more rational basis for the time schedule for children's libraries. The making of schedules is generally recognized as one of the most difficult matters in library administration. An absolutely fair schedule can rarely be made by one who is held responsible for any of the departments actively represented upon it. The impression of her own work is too vivid; but a schedule should represent something more than a human chess-board. It should present to the mind of the person who makes it a series of living pictures of the condition of work in each department for every hour there represented, not a bird's-eye view of the whole library, but a clear representation of each kind

of work, taking into account the time in the year, the day in the week, and the hour in the day. It is necessary to verify impressions continually either by active service in the various departments or by the statements of those who are in active service. This is peculiarly true in many libraries where the work of the children's library has grown far beyond the original plans for it. While it is true that the stress of active service comes during two or three afternoon hours, nevertheless many children's rooms are open from nine in the morning till six or seven, or even later in the evening, and the children's librarian, often without knowing it, is steadily depleting her stock of resources by the endless amount of routine work required by the machinery of her department, and the various calls upon her, never finding time to give that critical attention to her books which is the first requirement of successful work in this department. Whatever reading she does must be done in the evening; and after several attempts to read Henty and nature books in an evening following a busy afternoon, I am quite prepared to give evidence that similar reading done under similar conditions does not contribute very much to one's resources and certainly has no value in the critical recommendation of books. A great many people work on lists of children's books in the evening, or when too tired to do anything else. The lists show it. I have tried various times in the day for the making of lists, but I have never found my *evening* lists of much value. I used to think them very good, but I have grown wiser and less prodigal of the youth which does not come again. It is probable that most children's librarians are far too conscientious in the performance of what they believe to be duties connected with their work, but which are in reality hindrances to the furtherance of its best interests, as for example, choosing to put up with a complicated and antiquated charging system instead of finding a way of successful appeal for a new one.

"What hope of promotion or advancement does the work hold out to those who have served a term of probation?"

The prospects are not bright in comparison with the prospects of teachers, but they are very much brighter than they were in 1896, when none of the children's librarians of my acquaintance were receiving more than \$600.

The supervisor of children's libraries in the branches of the Brooklyn Public Library appointed last January receives a salary of \$1500.

There are as yet very few positions commanding a salary of \$1000. The salaries in many libraries are disproportionately small, in view of the fact that the children's library is not recognized as a separate department but is administered as a part of the general circulating department.

Aside from the question of salary there seems to me a serious disadvantage in this method of administering a children's library. While the children's librarian may be virtually free to develop her own work in her own way, she is a much stronger and more valuable assistant if she is made directly responsible to the chief librarian for the development of her work. Few women have decided genius for finance, and either this or a certain amount of business training is essential to an economic administration of department work. It is for this reason chiefly that I would suggest that the children's librarian select the books for her department and estimate the duplicates, and that she have the responsibility of recommending the investment of definite funds at stated intervals. With such administrative responsibility she is more likely to live within her means and to grow wiser in estimating relative values in her work.

"Has anybody thought it all out?"

"He who can rightly divide and divine shall be as a god to me."

We await with expectation an adequate definition and division of the work of children's libraries. While we wait I venture to make a few direct suggestions for meeting some of the difficulties which seem to me to be in the way of the accomplishment of the best and strongest work in this department.

#### *Recommendations for the work of a children's library:*

That the children's department be recognized as a distinct department of the library.

That the selection of books for the department be made by the children's librarian.

That the proportion of the book fund to be expended for children's books be definitely stated and that the children's librarian be required to make estimates accordingly.

That the question of duplication be consid-

ered most carefully in relation to the expenditure for new books and the needs of the particular constituency, and that a very liberal policy be pursued in the number of duplicates of the best popular children's books.

That at least two *morning* hours a week be given to the critical reading of children's books on the part of the children's librarian, and those assistants whose entire time is given to the department.

That the results of this reading be represented by lists (made upon slips), annotated in such a way as to serve the assistant in making recommendations or in checking lists presented for criticism.

That time, at least, be given the children's librarian to visit other libraries and to attend the meetings of the Children's Librarians' Section.

That a definite appropriation, however small, be made for the purchase of such legitimate helps as the work requires, *i.e.*, plants, flowers, pictures, mounting materials, etc.

Better salaries, longer vacations or more frequent short vacations. Shorter hours: no day should exceed seven hours, six hours

would seem fairer in consideration of the kind of work, and there should be at least one half-day of free time.

That the general schedules of the library be reconstructed where the necessity exists and the hours be so arranged as to conserve the best powers of the children's librarian for the time when she is most severely taxed, after school sessions.

That the children's room be opened only during the hours that it is possible to command a force sufficient to man it properly.

Finally, that in every library having a children's room, a carefully planned outline of the aims, the purposes and the possibilities of the work with children in that particular library, be prepared and put into the hands of the children's librarian. Such an outline should be revised to date by the combined effort of the chief librarian and the children's librarian working together, with mutual understanding of, and respect for, the difficulties in the work. Self-reliance is essential, but there is a genial quality infused into work by combined effort, and work which is seldom criticised both favorably and adversely is not likely to reach a very high standard of excellence.

#### MAINTAINING ORDER IN THE CHILDREN'S ROOM.\*

BY CLARA W. HUNT, *Superintendent of Children's Department, Brooklyn (N. Y.)*

*Public Library.*

So many of the problems of discipline in a children's room would cease to be problems if the material conditions of the room itself were ideal, that I shall touch first upon this, the less important branch of my subject. For although the height of a table and width of an aisle are of small moment compared with the personal qualifications of the children's librarian, yet since it is possible for us to determine the height of a table, when mere determining what were desirable will not insure its production where a human personality is concerned, it is practical to begin with what there is some chance of our attaining. And the question of fitting up the room properly is by no means unimportant, but decidedly the contrary. For, given a children's librarian who is possessed of the wisdom of Solomon,

the patience of Job, the generalship of Napoleon, and put her into a room in which every arrangement is conducive to physical discomfort, and even such a paragon will fail of attaining that ideal of happy order which she aims to realize in her children's reading room. The temper even of an Olympian is not proof against uncomfortable surroundings.

Children are very susceptible, though unconsciously to themselves, to physical discomfort. You may say you do not think so, for you know they would sit through a whole morning and afternoon at school without taking off their rubbers, if the teacher did not remind them to do it, and so, you argue, this shows that they do not mind that unpleasant cramped feeling in the feet which makes a grown person frantic. But while the child himself cannot tell what is wrong with him, the wise teacher knows that his restlessness

\* Read before Long Island Library Club, Feb. 19, 1903.

and irritability are directly traceable to a discomfort he is not able to analyze, and so the cause is not removed without her oversight. While the children's librarian will not have the close relations with the boys and girls that their school-teachers have, she may well learn of the latter so to study what will make for the child's comfort, that, in the perfect adaptation of her room to its work, half the problems of discipline are solved in advance.

Let us suppose that the librarian is to have the satisfaction of planning a new children's room. In order to learn what conveniences to adopt and what mistakes to avoid, she visits other libraries and notes their good and weak points. She will soon decide that the size of a room is an important factor in the question of discipline. Let a child who lives in a cramped little flat, where one can hardly set foot down without stepping on a baby, come into a wide, lofty, spacious room set apart for children's reading, and, other conditions in the library being as they should, the mere effect of the unwonted spaciousness will impress him, and have a tendency to check the behavior that goes with tenement-house conditions. We of the profession are so impressed with the atmosphere that should pervade a library, that a very small and unpretentious collection of books brings our voices involuntarily to the proper library pitch. But this is not true of the small arab, who, coming from the cluttered little kitchen at home to a small, crowded children's room where the aisles are so narrow that the quickest way of egress is to crawl under the tables, sees only the familiar sights—disorder, confusion, discomfort—in a different place, and carries into the undignified little library room the uncouth manners that are the rule at home. In planning a new children's room then, give it as much space as you can induce the librarian, trustees, and architects to allow. Unless you are building in the North Woods, or the Klondike, or the Great American Desert, you will never have any difficulty in getting small patrons enough to fill up your space and keep the chairs and tables from looking lonesome.

The question of light has a direct bearing on the children's behavior. Ask any school teacher, if you have never had occasion to notice it yourself, which days are the noisiest in her school-room, the bright, sunny ones, or the dingy days when it is difficult to see

clearly across the room. Ask her if the pencils don't drop on the floor oftener, if small feet do not tramp and scrape more, if chairs don't tip over with louder reports, if tempers are not more keenly on edge, on a dark day than a bright one. I need not say "yes," for one hundred out of a hundred will say it emphatically. So, if you cannot have a room bright with sunshine, do at least be lavish with artificial light, for your own peace of mind.

Floors rendered noiseless by some good covering help wonderfully to keep voices pitched low. I have seen this illustrated almost amusingly in Newark, where frequent visits of large classes were made from the schools to the public library. The tramp of forty or fifty pairs of feet in the marble corridors made such a noise that the legitimate questions and answers of children and librarian had to be given in tones to be heard over the noise of the feet. The change that came over the voices and faces as the class stepped on the noiseless "Nightingale" flooring of the great reading room was almost funny. The feet made no noise, therefore it was not necessary to raise the voice to be heard, and no strictures of attendants were needed to maintain quiet in that room.

Under the head of furniture I will give only one or two hints of things worth remembering. One is that whatever you decide upon for a chair, in point of size, shape, or style, make sure, before you pay your bill, that it cannot be easily overturned. If you have a chair that will tip over every time a child's cloak swings against it, your wrinkles will multiply faster than your years warrant. And reason firmly with your electrician if he has any plan in mind of putting lamps on your tables of such a sort that they positively invite the boy of a scientific (or Satanic) turn of mind to astonish the other children by the way the lights brighten and go out, all because he has discovered that a gentle pressure of his foot on the movable plug under the table can be managed so as to seem purely innocent and accidental while he sits absorbed in the contents of his book. I would also ask why it is that librarians think we need so *much* furniture, when our rooms are as small as they sometimes are? We seem to think it inevitable that the floor space should be filled up with tables, but, as Mr. Anderson re-



marked in his paper at Magnolia, if we saw a family at home gathered around the table, leaning their elbows upon it and facing the light, we should think it a very unnatural and unhygienic position to adopt. Why should we, in the library, encourage children to do just what physiologists tell us they should not do? Why provide tables at all for any but those actually needing them as desks for writing up their reference work? For the many who come merely to read, why is not a chair and a book, with light on the page of the book, and not glaring into the child's eyes, enough for his comfort? This is worth thinking about, I am sure, and worked out in some satisfactory, artistic little back-to-back benches perhaps, would change the stereotyped appearance of the children's room, and give the extra floor space which is always sadly needed. It is an axiom in library architecture that perfect supervision should be made easily possible. In a children's room this should be taken very literally. There should be no floor cases, no alcoves in the room, no arrangements by which a knot of small mischief makers can conceal themselves from the librarian, for she will find such an error in planning, a thorn in the flesh as long as the room stands.

So much time devoted to the planning of the children's room, may give the impression that the room is of more importance than the librarian. It is a platitude, however, to say that the ideal children's librarian, with every material condition against her, will do a thousand times more than the ideal room with the wrong person in it. The qualifications necessary to make the right sort of a disciplinarian are, many of them, too intangible for words, but a few things strike me as not always distinctly recognized by librarians.

In the first place, no librarian should compel that member of his staff who dislikes children to do the work of the children's department. While on general principles to let an attendant choose the work she likes to do would be disastrous, since the person best fitted for dusting might choose to be reference librarian, in this one particular at any rate, the wishes of the staff should be consulted. For while all may be conscientious, faithful workers wherever placed, mere conscientiousness will not make a person who frankly says children bore and annoy her, a success in the

children's room. Love for children should be the first requisite, and the librarian who puts a person in charge of that work against her will, will hurt the department in a way that will be surely felt sooner or later. While love for children, sympathy with, and understanding of them are all of the first importance in the composition of a children's librarian, some experience in handling them in large numbers (as in public school teaching, mission schools, boys' clubs, etc.) is extremely desirable. To deal with a mob of very mixed youngsters is a different matter from telling stories to a few well-brought up little ones in your own comfortable nurseries. The best qualification for the work of children's librarian is successful experience as a teacher, in these happy days when it is coming to be the rule that law and liberty may walk side by side in the school-room, and where firmness on the teacher's part in no wise interferes with friendliness on the child's.

The children's librarian should have the sort of nerves that are not set on edge by children. This does not mean that she may not be a nervous person in other ways, indeed she must be, for the nerveless, jelly-fish character can never be a success in dealing with children. But I have seen people of highly nervous organization who were really unconscious of the ceaseless tramp, tramp, of the children's feet, the hum and clatter and moving about inevitable in a children's library. Visitors come into the room and say to such a person, "How can you stand this for many minutes at a time?" and the librarian looks round in surprise at the idea of there being anything hard to bear when she hears only the little buzz that means to her hundreds of little ones at the most susceptible age, eagerly, happily absorbing the ennobling ideals, the poetic fancies, the craving for knowledge that are going to make them better men and women than they would have been without this glimpse into realms beyond their daily surroundings.

To attempt to enumerate, one by one, the qualities that combine to make a wise and successful disciplinarian would be fruitless. We can talk endlessly about what *ought* to be. The most practical thing to do to obtain such a person, is not to take a raw subject and pour advice upon her in hopes she will develop some day, but to hunt till you find the



right one and then offer her salary enough to get her for your library. And this suggests a subject worthy of future discussion, that head librarians should reckon this to be a profession within our profession, just as the kindergarten is a specialist within the teaching body, demanding a higher type of training than is the rule, and *paying the price to get it*.

Just a word about what degree of order and quiet to expect, and to work for, in a children's room. Are we to try to maintain that awful hush that sends cold chills down the spine of the visitor on his first entering a modern reading room, and tempts him to back out in fright lest the ticking of his watch may draw all eyes upon him?

I should be very sorry to have a children's room as perfectly noiseless as a reading room for adults. It is so unnatural for a roomful of healthy boys and girls to be absolutely quiet for long periods that if I found such a state of affairs I should be sure something was wrong—that all spontaneity was being repressed, that that freedom of the shelves which is a great educator was being denied because moving about makes too much noise, that the question and answer and comment which mark the friendly understanding between librarian and child, and which make a good book circulate because one boy tells another that it is good, were done away with in order that no slight noise might be heard. If there were such a thing as a meter to register sound to be hung in a children's room beside the thermometer, I should not be alarmed if it indicated a pretty high degree, provided I could look around the room and observe the following conditions: a large room, full of contented children, no one of whom was wilfully noisy or annoying, most of them being quietly reading, the ones who were moving about asking in low tones the children's librarian or each other, perfectly legitimate questions that were to help them choose the right thing. It is inevitable that heavy boots, young muscles that have not learned self-control, the joyous frankness of childhood that does not think to keep its eager happiness over a good "find" under decorous restraint, will result in more actual noise than obtains in the adults' reading room. And yet, while the "sound meter" of the children's room would register farther up, it might really be more orderly than the other room, for

every child might be using his room as it was intended to be used, while the adult department might contain a couple of women who came in for the express purpose of visiting, and yet who knew how to whisper so softly as not to be invited to retire. We must remember that, if children make more noise, they do not mind each other's noise as adults do. The dropping of a book or overturning of a chair, the walking about do not disturb the young student's train of thought; and while I do not wish to be quoted as advocating a noisy room, but on the contrary would work for a quiet one, day in and day out, I do feel that allowances must be made for noises that are not intended to be annoying, and that we should not sacrifice to the ideal of deathly stillness the good we hope to do through the child's love for the room in which he feels free to express himself in a natural, friendly atmosphere.

#### ACTION UPON BAD BOOKS.

THIS is a tale of development, and consequently a continued story, the end of which is not near.

Five years ago the School Library of the Dayton Public Library was organized with the definite purpose of realizing to a greater degree than had been done the ideal mission of the book to the people. This meant to get the book first of all; then to get the book to the people by proper distributing agency; and then to open it to the reader so that it be felt by him to be a real thing; in other words, to so read a good book into him that he must, in some way, live it out in himself.

In the meanwhile, a children's room was opened with a library of 5000 volumes, and an annual circulation averaging 30,000 volumes. Since January, 1898, from 90 to 120 travelling libraries have been sent into the public school rooms every year, with a result that, within the period of five years, a total of over a hundred thousand volumes have been taken out by the children of the fourth to the eighth grades. The books, as a rule, are read through and through, and that not only by the child, but by the elders in his family. The average per cent. of non-fiction thus circulated is about twenty per cent. higher than at the main library.

In the summer, the School Department books (3000 volumes) have been used as va-

cation libraries in some of the school buildings, resulting, in one case, in a permanent deposit station which has since become a thriving neighborhood library. The special object of this collection, however, is accomplished during the period of the public school sessions, from September to May, in the use of them as travelling libraries. The choice of books from the School Department and the direction of the reading is under the supervision of the teachers, with library assistance from Miss Ethel Hoskins, who is in charge of the department. Most of the children to whom the travelling libraries go, live at a distance from the main library, and so do not make use of its children's room. Taken by itself this is a bright story. Something—a good deal, in fact—is going on.

But all things are relative. A glance at the school census for 1902 reveals the fact that the public, private, and parochial schools taken together have enrolled but 65 per cent. of the school youth of the city, and out of this majority, only one in every ten is in the high school. The library records show even less satisfactory evidence of the missing 35 per cent.

Indeed, the general library and the children's room during the hours of the school session are both of them practically empty of any but adult readers. Moreover, the facts, as nearly as they can be had from the records, show that the average number of children who take books through the main library and its travelling school libraries does not, when added together, quite equal one-third of the school population. Allowing for the adolescent who elects the library for a friend, and also that the reading of some of the children who do not use it is carefully directed at home, we still find a full half of the youthful population, the sources of whose reading are not accounted for. Furthermore, with respect to the reading of those children who do use public library books, fully one-half get them through the school libraries. Our experience with the other half is, that while they are for the most part great book takers (whether readers or not cannot be proved from statistics), nevertheless, not only the personnel but the number of the juvenile clientele changes very gradually from year to year. Thus, while the library never seems to lack for children, still it is always the same children who come from day to day, and those are but a very small proportion of the number who ought to benefit from the privilege.

Facts like these do not contribute to a librarian's self-complacency. Rather they give rise to the questions "What is a public library for? and where is 'the public' for whom it is most intended?"

At this juncture came the Magnolia meeting of the American Library Association and the sessions of the Children's Librarians' Sec-

tion at which was exhibited the bulletin of "yellow" literature in connection with the reports upon the home library work of the Carnegie Library of Pittsburgh and the Boston Children's Aid Society. Here was offered a clue, which, followed up during the succeeding three or four months, resulted in greatly extending the librarian's notions of what constitutes a bad book, and also of the great number of them outside of those usually tabooed. Once the inquiry was started, there seemed no end to the evidence, not only of the existence of pernicious and immoral books which are not literary, but of their widespread circulation among all classes of children and youth, and of their appalling effect upon life and morals. How this matter was gathered, and the full facts concerning the effects upon children from the second reader to the college does not belong to this story, further than to say in passing that among those who have the fullest knowledge, it is a question if, in the course of aggressively propagating the love of good books, something aggressive in suppressing bad ones will not also have to be undertaken. From the point of view of the public keeper of the printed books of a town, the responsibility is clear and pressing for finding a way for the public library to become a more useful and effective instrument in the work of substitution and prevention. Mr. Winston Churchill's charge to librarians—"Liberty and responsibility," has an added significance at this point.

But to continue this story. When children's literature was made the subject of the day in one of the leading women's clubs of the city, and an opportunity was given the librarian to speak, the facts about bad literature forces were given with illustrations from examples which had been taken from young people of the city. As a result, invitations to repeat the information before other clubs, were received. From November to March, 23 organizations, representing a membership of 1800 persons, including all the Federated Clubs of the city, the men's Present Day Club, Parents' and Teachers' Associations, were told in this way of the conditions existing as a menace to the purity and wholesome development of childhood.

A central committee, composed of representatives of all of these clubs and associations met and voted expenses for sending two delegates to accompany the librarian who was to meet an engagement for lectures before the Children's Library Training School at the Carnegie Library, Pittsburgh. This was an important opportunity for two days' inspection of the Pittsburgh library work. On their return, a public mass meeting of citizens was called for the evening of March 27 to hear their reports, which were designed to inform public sentiment generally upon the place and power of the public library where,

as in Pittsburgh, it works freely in all directions, and to point the moral locally as to the place, power, and needs of the Dayton Public Library. The reports of the delegates, Mrs. Frank Conover and Miss Katharine Denise, were full of interest, and covered very thoroughly the principal features of modern library and museum work as it is exhibited in contact with the community. Their talks were supplemented by the librarian with lantern slides exhibiting children's rooms in 10 or 12 different libraries, the Children's Museum at the Smithsonian, home library groups and modern school rooms as opposed to the influences of the street and evil literature. For the street life of children, Mr. E. M. Fairchild's valuable and significant studies were used, supplemented by pictures of boys' clubs of Dayton, in dugouts and abandoned street cars, many of which are centers for the distribution of bad books. The moral was obvious enough, and when the chair opened the meeting for general discussion from the floor, responses were prompt and hearty from representative men of school and church.

Writing within less than a week of the meeting, it is hardly safe to make predictions. But this much we find in the air. Three pulpits in this city have taken up the subject. Already the money for one home library with friendly visitors has been proffered by the Bible class of Christ Church. The Women's Literary Club has subscribed fifty dollars to be used for books or in any other way that the librarian may deem best. The Superintendent of Instruction and the president of the Board of Education publicly endorsed the suggestions of the librarian for a larger use of the school buildings, beginning with neighborhood libraries to be supplied from the Public Library with books and supervision, and including the library friend and boys' clubs. The idea also that the students in the Normal School should have library instruction in the use of books with children and in literature for children took good root. The library board is taking steps looking toward provision for neighborhood libraries in school buildings when a definite call comes for one. So much for substitution. As to the suppression of bad books, a committee of nine citizens, seven men and two women, is forming to receive and report for prosecution, violations of the law in respect to vile literature, improper billboards, and sensational plays.

There is always great stimulus to a library staff to do its most helpful work under conditions of public sentiment so wholesome as that indicated by the meeting of March 27, and though the best comes not all at once, yet in a community which is loyal to the things which it has once perceived, the best may easily be hoped for and expected.

ELECTRA COLLINS DOREN,  
Public Library, Dayton, O.

#### WORK WITH CHILDREN AT THE MADISON (N. J.) PUBLIC LIBRARY.

In the library world it is no doubt a well-known fact that the trained librarian can do much to supplement what children get from the public school, but it was a revelation to an outsider who lately happened to learn of the work done in connection with the public library at Madison, N. J.

It is unfortunately true, that while the school helps its pupils to acquire a certain amount of information, it is unable to supply that intangible atmosphere of culture which so many of its attendants do not have in their homes. This is exactly what the public library can do, and is doing, through its trained librarians. It provides a place where any child can browse, with more or less freedom, among the best literature, as only the most favored child whose home contained a private library has been able to do in the past. Moreover, in the librarian is usually found a more careful guide than most parents are.

The work among the children at Madison was begun three years ago when the library opened, and Miss Bertha Selina Wildman assumed charge. Not having taken a special course in children's work, she began tentatively the second summer with a Vacation Reading Club. Gathering the children together once a week, she told them miscellaneous stories, at the same time inviting each one to read five books out of a list of 100 she had made. This club lasted six weeks, and met with great favor among both children and parents.

During the third summer the Vacation Club idea was elaborated somewhat. A list of subjects was made, and under each, six books were chosen. The titles of the six were written on blanks called "ladders"—a name given because the ruling suggests the ladder form. At the top is printed the words "I Have Read," and then follow the names of the books with the simplest at the bottom. The child "climbs" the ladder by reading up, and when all are completed, signs his name on lines left for the purpose at the bottom. The book most enjoyed is checked.

The subjects have a wide range: birds, insects, fairy tales; stories of King Arthur, Indians, Rome and New Jersey; Greek, Norse, and Colonial stories; stories of boys, girls and explorers; and stories of travel, war, and chivalry. As samples of the books chosen the following titles are quoted:

Birds, no. 1: Burroughs, "Birds and bees"; Mathews, "Familiar features of the roadside"; Wright, "Citizen Bird"; Bignell, "Mr. Chupes and Miss Jenny"; Miller, "Second book of birds"; Miller, "First book of birds." Insects: Gibson, "Sharp eyes"; McCook, "Tenants of an old farm"; Treat, "My garden pets"; Hook, "Little people"; Morley, "Bee people"; Pierson, "Among the meadow people."

During this season a story from Homer, and a short natural history story were told at each meeting.

Early in the spring of the following year, Miss Wildman began the Bird Club. Being invited to speak to the Junior branch of the Y. M. C. A. she seized the opportunity to close with a story of birds, and to invite the boys to form a bird club. Within two weeks enough were enrolled to make a beginning, and the club devoted its first sessions to becoming acquainted with the birds about the town, aided by an obliging bird-student, who tramped with them once a week. Another meeting each week was held in the library to look up the birds seen. Finding nests was carefully avoided by Miss Wildman, who felt that it would be better first to train these boys into a feeling of championship as well as to help them to learn the "letting-alone" method of bird-study.

When winter came the more systematic study of the common birds in their families, was taken up with the aid of books. One bird is made the subject of each session, and the children read descriptions of the bird, its nest, and stories about it. Personal experiences are also related. The selections are made by the librarian, and the books most used are "Bird neighbors," "Citizen Bird," "Birdcraft," and the First and Second "Book of birds."

The sessions are short, and are dismissed at the first sign of restlessness. The club idea is carefully preserved, and the feeling the children thus have of "running things" themselves, is useful in maintaining order and keeping up the interest. Within a few weeks a constitution and by-laws have been adopted and officers elected at the suggestion of the boys, because of some slight disturbance at the meetings.

This feeling of responsibility has awakened a missionary spirit among the boys. Girls will grow into women and maybe wear birds on their hats. Therefore, argued the boys, they must early be interested in the cause. As a result, some little girls have been invited to form a club of their own and to hold a joint session with the boys once a month. Most of the club-members have joined the Audubon Society also, and some have interested their mothers in doing the same. One boy was troubled because his mother wished to wear out a hat with feathers before becoming an Audubonite, and it was with great satisfaction that he told the club how the family cat solved the problem. She chose the hat in question as a suitable nest for her family of kittens, thereby ruining it. This is doubtless the first instance on record in which a cat figured as advancing the cause of birds. It is now one year since the Bird Club was started, and interest in it has not only been kept up but is on the increase.

Besides these clubs, Miss Wildman has found work to do in the public schools. She gives short talks on places and events of his-

toric interest about the town, and she has prepared graded lists of books for required reading from grade four through the high school. There are 60 books for each grade arranged in groups of ten on the following subjects: history, nature, poetry, miscellaneous, folk-lore, and stories. Each pupil reads five books during the year, selecting one from each of the first four groups and choosing the fifth from either of the last two. In the high school, essays on literary subjects are substituted for folk-lore. MARY MANN MILLER.

## THE PUBLIC SCHOOL AND THE PUBLIC MUSEUM.

*Richard Ellsworth Call, in Children's Museum Bulletin of Brooklyn Institute.*

"Co-OPERATION between the public school and the public museum" suggests a new line of reflection in pedagogy. Not long since no relation, no co-operation, was conceivable. The museum pursued its way, collecting curios, bric-a-brac, natural history specimens, war relics from Shiloh, gun-stocks from Bunker Hill, fragments of corners from John Brown's monument, parts of New York's first Custom House, et cetera, while the public school attended to geography, arithmetic, grammar, battles, and similar things, each ignorant of the needs and plans of each other.

It is only in recent years that the value of intimate association with nature has been understood to be an educational factor. Plants and insects; earth, rock, mineral and soil have a new significance in these later years. Museums have sprung into existence to foster these interests and to make boys and girls think, and through thought to make them better. What is the relation of the school to these repositories of fact and specimens, these magazines of power—if rightly used? I can only suggest, not determine. What the end will be the great body of active teachers alone can determine.

The Children's Museum has attempted to solve this problem for Brooklyn. To us come 12,000 to 13,000 young people a month. We have the aid and help of the progressive school principals and the school teachers. Many there are who receive our circulars and our bulletins and into the waste basket they go without reading, without being handed to interested teachers, without thought. But you will pardon me for saying that fossils have existed for a very long time in the history of the earth—and some of them bear an educational resemblance. So we are not discouraged; many help us if most do not.

Our plan is to seek schools unable financially or scientifically to collect museum material, nor have they a place to put it if secured. So we aim at supplementing the schoolroom. Here at the Children's Museum, are insects and life-histories, fishes and collections showing their development, reptiles,

crabs, mollusks, birds, mammals and plants, named in the histories, the readers, the geographies, of our young visitors. We "keep tab" on the requirements of the Board of Education in minerals, in geography, in zoölogy, in botany, and as fast as these gentlemen themselves seem to think they know what they want—or what the public wants—we supply it.

More than this. This museum furnishes courses of lectures or half-hour talks, all given by trained assistants or trained naturalists. These supplement the work of the schoolroom and add to the pleasure of the child. All are illustrated by specimens and lantern views and a wide range of school subjects is covered by these "half-hour talks." And further, teachers come to us with classes, and a special room, with lantern and operator, specimens, charts, trained assistants, are furnished on a half-day's notice.

We co-operate whenever teachers will co-operate with us. We invite them. We furnish all materials, even lecture the classes they bring if they desire it. We invite their attendance; we ask their wants and try to meet them. We recognize that all schools cannot be museums. We supplement their work. If museums cannot do this, cannot meet the minds and needs of the young, they have no right to exist at the public expense.

#### DR. RICHARD GARNETT AND SOME "SOCIETIES."

In a recent issue *The Nation* prints the following communication, which is of distinct interest to librarians, many of whom are familiar through sad experience, with the class of subscription enterprises referred to:

"To the Editor of *The Nation*:

"Sir: Dr. Richard Garnett, former Keeper of the Books at the British Museum, has sent me a letter, of which the enclosed is a copy, and asks me to send it to one or more literary journals or newspapers to be published. Dr. Garnett says that he has been pestered a great deal of late, and desires to prevent, if possible, the indiscriminate and unauthorized use of his name as sponsor for various questionable commercial enterprises. He therefore desires that general publicity be given to this denial of his affiliation with the two concerns he mentions. Yours very truly,

D. D. HARPER.

Boston, March 12, 1903.

Dr. Garnett's letter follows:

"Sir: Understanding that my name has been widely advertised in connection with an 'International Bibliophile Society' at New York, I feel compelled to disclaim all knowledge of this society, except as concerns the circumstance referred to. The only Bibliophile Society in the United States of which I have any cognizance is the Bibliophile Society of

Boston, with which I esteem it an honor to have had relations. I further beg leave to disclaim all connection with a so-called 'Anthologists' Society,' which appears to have made use of my name in a manner entirely unauthorized by me.

"I remain, sir, your faithful servant,

R. GARNETT."

HAMPSTEAD, ENGLAND, February 20, 1903.

#### "THE LITTLEST TEACHER OF THEM ALL."

Mary Denson Pretlow on "What teachers read," in *New York Public Library Bulletin*, February, 1903.

AND last comes the littlest teacher of them all. By standing up very straight he could look across the top of my desk and his eyes met mine unwaveringly as I accused him of having kept Baldwin's "Fifty famous stories" from August till December. He explained that at the end of every two weeks he left it in for a few days and I considered the matter settled. Five minutes later I looked up to find him still there—"Little boy, what do you want?" "Please, ma'am, that book."

This was too much. "You've had it three months, why don't you take some other?"

"Because that's the only one she likes. I've tried another, she won't even look at it."

"She, who is she?"

"The one I teach."

I thought he was getting mixed. "The book you learn from, little boy?"

"No, ma'am, the girl I teach."

"How old is she?"

He eyed me critically—"Bout as big as you are."

I began to feel small, then he told me all about it. She was the daughter of the Italian shoe-mender, the one down the steps at the corner of "Tent' avnoo"; her father wasn't very kind to her, she knew no English and had no friends; he taught her in the evenings.

I asked if he was not sleepy then. "Well, sometimes I go to sleep over the book; but she's learnin' and when she learns she'll like this better 'n Italy."

There came to my mind—"Teach these foreign children our language, our laws, our liberty, and we will have good citizens."

But for the sake of good citizenship, would you, oh Learned Educator, do what this little child of the slums is doing?

THERE are very few people who do not live in quotation marks most of their lives. They would die in them and go to heaven in them, if they could. Nine times out of ten it is some one else's heaven they want to go to. The number of persons who would know what to do or how to act in this world or the next, without their quotation marks on, is getting more limited every year.

GERALD STANLEY LEE.



## REPORT OF THE CARNEGIE INSTITUTION.

THE Carnegie Institution of Washington issues its first annual publication, "Year book no. 1, 1902," as a handsome large octavo volume of some 350 pages. It opens with the articles of incorporation, by-laws and trust deed of the Institution, followed by the minutes and official records, but is mainly devoted to the two appendixes, in the first of which the reports of the advisory committees on the various subjects covered are presented. These subjects are: economics, botany, physics, geology, geophysics, geography, meteorology, chemistry, astronomy, paleontology, zoölogy, physiology, anthropology, bibliography, engineering, psychology, history, mathematics.\* The second appendix deals with "Proposed explorations and investigations on a large scale," and presents plans for biological and other scientific surveying expeditions.

In the field of bibliography the Institution has so far not undertaken any large enterprise. Its committee for this subject is composed of Herbert Putnam, Cyrus Adler, and Dr. John S. Billings, and the present report is mainly a general review of the bibliographical field. The report is followed by a supplementary memorandum by the chairman. In view of the general interest in the activities and plans of the Carnegie Institution the report and appended memorandum are here given in full, as follows:

## REPORT OF ADVISORY COMMITTEE ON BIBLIOGRAPHY.

*To the Board of Trustees of the Carnegie Institution.*

Gentlemen: Your committee have thought that the trustees might wish to have the consideration of particular projects prefaced by a survey of the general field in each department of science with which it may propose to deal. In this belief the following statement is presented:

In the case of Bibliography a concise statement is impracticable, not merely because the field is vast and indefinite (embracing as it does not one science, but a consideration of the literature of *all* the sciences), but because the work already done, or in progress, or projected, is so considerable and includes undertakings so numerous and so diverse in scope and method that the precise area covered by them cannot briefly be described with precision.

A mere catalog of existing bibliographies would, it is estimated, comprise over 25,000 entries.\*

The appended memorandum,† drafted by Dr. J. D. Thompson and other bibliographers of the staff of the Library of Congress, in-

dicates certain of the more notable achievements or projects to date. It is appended, not as a complete statement of the work already done, nor as a demonstration of the work which remains to be done, but as a suggestion of the multitude and diversity of the undertakings which must be examined before the opportunities remaining to the Carnegie Institution can be fully defined.

A brief reference to the memorandum will indicate the extraordinary activity that has existed and still exists in bibliographic research and publication. There have been bibliographies covering certain departments of literature, or certain periods, or certain geographical areas; the literature of the past or the literature in process of issue; and even attempts (of which one is still in progress) to cover all the existing literature on all subjects. The work has been done in part as a commercial venture, in part by societies, institutions, or governments, as a contribution to knowledge. To bibliographies, properly so called, which attempt to exhibit all the literature upon a given subject, or within a certain area or period, there must be added the catalogs and topical lists issued by libraries of material in their own collections, where the collection has been developed with a view to relative completeness. Nor can there be omitted from consideration trade catalogs, reviews in current journals, and selected lists of authorities appended to treatises; for any proposal for a grant by the Carnegie Institution assumes that the investigator is in present need of information as to the literature of his subject not now conveniently, precisely, or adequately accessible to him. If, for example, it be proposed for the Institution that it shall undertake a comprehensive bibliography, the work of the Institute at Brussels must be reckoned with; if a national bibliography for the United States, Sabin, the "American catalogue," the publications of the American Library Association, the card indexes of the Library of Congress, and other undertakings which in the aggregate are likely to cover, even though unevenly, this area; if the literature of the natural and physical sciences, the Royal Society Index, the "International catalogue of scientific literature," the publications of the Concilium Bibliographicum at Zurich, and the various *Centralblätter* and *Jahresberichte*, etc., etc.

On the other hand, the existing bibliographies vary greatly in form, in method, in accuracy, in completeness, and in accessibility; so that the mere existence of a bibliography dealing with a certain branch of science, or a certain period or area, is by no means conclusive against a proposal for further work within the same field—or in continuation—for the subject matter continuing, the bibliographic record of it is never ended. A bibliography thorough within its field may be insufficient because it includes entries by author only, while the investigator requires a

\* Margerie's "Catalogue des bibliographies géologiques" alone contains nearly 4000 entries.

† Not printed in report.



classification by subject; or it may be on cards, while his convenience requires a publication in book form; or, if of current literature, its issue may be so tardy as to defeat its utility; or, having all merits to his need, it may have failed, or be in peril of failing, as a commercial venture and require and justify a grant in its aid.

Your committee deems it futile in this report to define a resultant appropriate field of activity for the Carnegie Institution. It contents itself with responding to the particular proposals already submitted, which it has endeavored to test by a consideration of the existing facilities, and to recommend for immediate action only two, the first of which (the "Index medicus") has already demonstrated its utility and necessity, and the second of which (the Handbook to Learned Societies) is not so much a bibliography as a necessary preliminary to any thorough bibliographic work involving the literature of science.

Respectfully submitted,  
HERBERT PUTNAM, *Chairman*.  
CYRUS ADLER,  
J. S. BILLINGS,

OCTOBER 20, 1902.

*Committee.*

*Supplementary Suggestions by the Chairman of the Committee, January 5, 1903.*

The field of bibliography is all existing literature, with continuations.

From time to time there have been projects of a universal bibliography. There is one such project now under way. The International Institute at Brussels is attempting a universal catalogue, by author and by subject, or rather by class, the classes being based on the decimal system. The entries are, for the most part, composed of clippings from catalogues. They are thus made at second-hand. They lack the bibliographic value which exists in an entry made directly from the book itself. They are on cards, and thus lack the utility possible in a catalogue, copies of which are multiplied in book form for distribution. Granting, however, the possibility of a universal bibliography, no member of your committee would, I think, have recommended it for the consideration of the Carnegie Institution. The field is too vast, the expense too great, the utility of the results, in the only form which they could be secured, too doubtful.

The field of bibliography may be divided in three ways: (a) by territory, (b) by subject, (c) by period.

(a) In a division by territory the area for the Carnegie Institution would naturally be the United States. The completion of Sabin, which now comes down to the letter S, is highly desirable, but it is likely to be undertaken as a commercial venture by the successors of the firm which instituted the work. The printed cards of the Library of Congress will in the course of the next five years embrace the largest single collection of American publications, in the National Library, which is

attempting to secure every American imprint of possible concern to research. The printed cards of Harvard University, the Boston Public, and the New York Public libraries (copies of which will be on deposit at the National Library) will in large measure supplement the record based upon its own collections.

In view of these and other sources of information open to the serious investigator, the Carnegie Institution could not, I think, be asked to undertake a national bibliography for the United States.

(b) Division by subject: The area appropriate to the Carnegie Institution will, of course, be that with which the research may be concerned which it is its intention to promote. This is, Science. How far this term extends has not, I believe, as yet been defined. The assumption has been general that preference would be given to the natural and physical sciences. In these the material of most concern to the investigator consists (1) of the current publications, and (2) of the publications of the preceding ten years, or at least of the preceding quarter of a century.

Current publications are to be covered by the "International catalogue of scientific literature." This catalog will be based upon contributions from 27 regional bureaus. Were not the Smithsonian already the bureau for the United States, the Carnegie Institution might well become so. No contribution by it to bibliography in aid of research could be more appropriate or more useful than this: the territory, the United States; the subject matter, the natural and physical sciences; the period, the present and the future.

Certain sciences are not to be included in the scope of the International Catalogue. These are the *historical*, the *philosophical*, and the *philological* sciences. All applied science is omitted. The current literature of applied science, engineering, etc., is fairly represented in the *Repertorium der technischen Journal Litteratur* issued by the Patent Office in Berlin, and by less comprehensive indexes in English. The current literature of history, of philosophy, and of philology is not, however, satisfactorily cared for by any existing comprehensive bibliographies. An index to the current literature of these sciences, if it could be undertaken by the Carnegie Institution, would be a most important and practical contribution to research. It would complement the International Catalogue. It might presumably be based upon the work of regional bureaus, precisely as is the International Catalogue, the Carnegie Institution assuming to it the initiative and relation which the Royal Society has assumed to the latter enterprise.

(c) As to period: I have already indicated my opinion that for the Carnegie Institution, created to promote research, the most serviceable contribution in bibliography will be that which exhibits the recent and current literature rather than that which is retrospective. The investigator who is to advance

the boundaries of knowledge will not, except as he is a bibliographer or historian of his subject, have much occasion for retrospect. In so far as he has occasion for such, he will require not a mere list of titles, but the actual books themselves. For these he must have recourse to a particular library or libraries. It is the duty of those libraries, through their catalogs, to furnish him with a statement of their contents. In the field covered by the International Catalogue, the Royal Society's "Catalogue of scientific papers," already covering the period 1800-1883, and proposing to cover also 1884-1900, is so nearly comprehensive as to render parallel attempts extravagant; just as in the field of medicine, for which the "Index medicus" will cover the current literature, the catalog of the Surgeon-General's Office Library forms for all practical purposes a comprehensive statement of the existing literature.

In considering undertakings more special, within a narrower field or a particular department of literature, the following considerations should apply:

I. In any subject in which there is active research, accompanied by a continuing literary record, a bibliography to be serviceable must also be continuing. A grant of a given amount will therefore, as a rule, be more effective if applied to a continuing bibliography within a narrow field than if exhausted upon a (periodically) limited bibliography within a larger field.

II. A bibliography differs from a selected list of titles, on the one hand, and from a catalog of a particular collection, on the other. It attempts to be a complete exhibit of the literature of the subject. Such completeness exists in no single place or institution. A bibliography compiled at second-hand can, however, be of but little authority. A bibliography which consists merely of brief titles, without explanation or analysis or an attempt to locate the material, can be of but meager utility. The preparation of a serviceable bibliography requires (1) direct use of the completest existing collections of material; (2) the most efficient bibliographic tools; (3) expert bibliographers, not merely specialists in the subject matter; (4) promptness and frequency of issue; (5) a form of publication which will admit of distribution; (6) a form which will admit of the possibility of use by an individual investigator without great expense for accommodation and arrangement.

III. Duplication of bibliographic work is to be avoided. Co-operation is to be sought.

IV. The above considerations render inadvisable aid by the Institution to an undertaking which is isolated or fragmentary, which is not likely to be continuing nor practically exclusive within its field. It must, for instance, render inexpedient grants for the compilation or publication of a bibliography appended to a mere monograph on a particu-

lar subject, published as a commercial venture. The purpose of such an appendix can, as a rule, be better served by a selected list with discriminating notes than by a bibliography. Its circulation will be limited to that of the main work and controlled by commercial considerations, which are not controlling considerations with the Institution.

V. With the possibility of an undertaking which shall cover a large subject matter of concern to research, the Institution would, I think, be unwise to parcel its funds for bibliography by a number of small grants in aid of bibliographies of special subjects.

VI. *An aid which the Institution may render, of prime importance to all science, including the science of bibliography itself, would be to co-ordinate and correlate existing bibliographic sources, undertakings, and projects, to acquire and disseminate information which will exhibit the character of each, and the relations between them, and will prevent unnecessary duplication of effort and expenditure.*

I understand that the funds of the Institution available for bibliographic work during the coming year have been pledged in grants already made. I refrain therefore from expanding the above suggestions. I submit them now in explanation of the considerations which I should have in view in reporting upon any particular applications referred to me for recommendation.

*Note. Sources for Research in History and Sociology.*—These are scattered in institutions and archive offices here and abroad. To locate them with precision, to secure exact descriptions of them, and information as to the means and methods of access to them, and to publish these data for the information of investigators would be an obvious and important service to research. To secure transcripts of them and to concentrate these at some point most convenient to the main body of investigators would advance the service into one of the highest utility.

Such an undertaking has been suggested as appropriate for the Carnegie Institution, and was mentioned in the deliberations of the Advisory Committee on Bibliography, but was deemed more appropriate for consideration and recommendation by the Advisory Committees on Historical and Economic Research. A proposal for an investigation into the sources for historical research at Washington has already been acted upon. Should similar investigations be undertaken of the sources in other places and abroad, accompanied by transcripts of important material, I should be glad, as Librarian of Congress, to submit some suggestions as to possible contributions to them by the Library of Congress which may result in a broader scope, a greater efficiency, and less expense to the funds of the Institution.

Very respectfully,

HERBERT PUTNAM.

## LIBRARY CONDITIONS IN OREGON.

Two years ago on the eve of victory, after three years of hard work in developing public sentiment for free libraries preliminary to the passage of a general library law, the Oregon Federation of Women's Clubs met a virtual defeat. An excellent library bill had been drafted but it was found impossible to secure its enactment by the legislature except with a clause allowing as the maximum annual tax only one-fifth of a mill on the dollar. This restriction proved most severe on account of the excessively low valuations of property prevailing throughout Oregon, which are frequently not over 25 per cent. of its market value. In the last two years but two cities, Eugene and Portland, have availed themselves of the act.

In Eugene, by reason of this limitation, only \$300 per annum could be raised under the law, although it is a prosperous place of 5000 population. Portland was able to raise \$8000 per annum, but as this was insufficient to enable them to meet Mr. Carnegie's requirement in his offer of \$100,000, the only feasible course for the directors of the new public library was to effect a lease of ten years of the building and books of the Portland Library Association.

Undismayed by its previous defeat, the Federation again entered the field and succeeded during the late session in obtaining the repeal of the obnoxious one-fifth mill clause in the general law, so that it now stands as originally drafted. The law provides for the levy by city councils of an annual tax, without restriction of amount; for boards of nine directors, save that in cities of less than 3000, there are to be but six members, to be appointed by mayor; the term to be three years; both sexes to be eligible to membership.

All of the cities of Oregon, except Portland, will thus be able to levy for library purposes whatever amounts are deemed desirable. Portland is bound by the provisions of a new charter which, unfortunately, perpetuates the one-fifth mill clause restriction of expenditure. To overcome this in a measure, another bill has just been passed which allows another one-fifth of a mill to be levied for library purposes on the whole of Multnomah county. This will afford, in connection with the city tax, a total annual income of \$18,000, and will allow the establishment of a number of branch libraries in various parts of the county. Till the past year or so Portland seems never to have understood the importance of a free library, as an educational feature, but the superior work accomplished by the library under the direction of Miss Mary P. Isom, the librarian, has already brought it into the high regard of the community.

Oregon is at last awaking to realization of library opportunities. A large immigration has begun of some of the best elements of the

middle west; development of the state's resources is noticed in every direction, and the common school interests are being energized and uplifted through able leadership and more liberal expenditures. The state is now a promising field for library effort. Ashland, Eugene, Astoria, Pendleton and Baker City have small collections of books in growing condition, while in other cities public sentiment will doubtless also respond to the campaign for libraries to be waged by women's clubs.

W. P. K.

## THE BOOKLOVERS' LIBRARY.

*From The Publishers' Weekly, April 4, 1903.*

It is now something more than three years since an ingenious modification of the old circulating library idea was initiated as a stock enterprise under the name of The Booklovers' Library. The first library was opened in Philadelphia in March, 1900, and its recent circulars state that it has now libraries in fifty American cities, besides two in Canada and one in London; about 250 delivery stations; over 4000 delivery centers, and over 2000 employees. It claims to have spent more than \$1,250,000 in organization, equipment, and advertising, and to circulate ten million books a year. Its remarkable organization, the extremely tasteful and attractive character of its library shops in many cities, coupled with an enterprising delivery service, and the wonderful cleverness of its polychrome advertising, lavishly distributed among the most popular periodicals, show the skilful hand of a promoter of remarkable capacity.

The first scheme was made attractive by an agreement to furnish subscribers an absolutely fresh book, which involved enormous expenditure, and which has probably been the reason for modifying the original plan by the addition of the so-called Tabard Inn Library, which does not include this feature. To take the place of this attraction it was announced that subscribers to the Tabard Inn Library might bring to it any acceptable volume costing over a dollar, recently purchased in a bookstore, and on surrendering it to the library with a fee of ten cents might borrow another book in its place, exchanging this so long as he continued to pay his subscription, a feature proving, on easy analysis, to be a clever method of extending the resources of the library at the expense of the subscribers. The Booklovers' Library charged an annual fee of \$5 for one, \$10 for three books, and so on, which were to be fresh copies; the Tabard Inn scheme makes a life membership charge of \$5, an annual membership charge of \$1.50, and a charge of 5 cents for each book taken out, the equivalent of the entire weekly charge of the old-fashioned circulating libraries. A bookselling business has been founded, under the name of "The Philadelphia Book Store," to obtain for the library indirectly

the advantage of trade discounts, and endeavors have been made to market disused books among public libraries and other institutions by selling them at large discounts; while with a number of the smaller public libraries arrangements have been made by which a supply of new and popular books are furnished at a yearly rental, the supply being changed to meet current demands. A Medical Library for physicians, a Rugby Library for boys and girls, and a Temple Library for Sunday-schools have been started on parallel lines with the Tabard Inn. *The Booklovers' Magazine* is published by a separate corporation, "The Library Publishing Company," in which \$100,000 preferred stock is said to have been immediately subscribed by the Booklovers' Library shareholders at par.

The financial character of this enterprise has lately been a subject of question, and some attention has been given to it by Wall street journals. The corporation was originally organized under the laws of New Jersey, in June, 1900, with \$600,000 capitalization, which has since been advanced to \$2,600,000. It is stated that \$228,160 stock was originally subscribed; \$369,690 sold to library members in April, 1901; \$538,550 in November, 1901; and \$476,320 in May, 1902; making total stock sold previous to 1903, \$1,612,720. The circular of the concern states that 10 per cent. annual dividend has been paid quarterly from August 1, 1900, and that there are 3000 shareholders. Circulars inviting investment give none of the usual information required by investors, but this does not seem to have been necessary to obtain funds. During the present year invitations to take stock have been widely distributed, usually in the shape of a card from the treasurer, accompanied by ingenious and inviting circulars and the complimentary statement that the president offers you the special privilege of subscribing to this stock. *The Outlook* for April 4 contains one of these circulars in its advertising pages, in which it is stated that \$1,900,000 stock is now taken up, that 20,000 shares more are now offered the public at \$10 and that on May 15 the remaining 50,000 shares will be offered at \$12 per share. It has been issued and sold at \$10 per share, although it is stated that it has been quoted in the Philadelphia market at from \$7.50 to \$9 per share. No statement as to expenses, liabilities, etc., seems to have been published; and the *United States Investor*, in answering a recent query, summed up the situation by saying: "It is quite a mystery to a good many how any profit can be made by the company when such a large expense is incurred in carrying out their first-class and original ideas in serving their subscribers."

The practical question involved is whether the company is doing a sound business or exploiting stock, and whether dividends come from profits, or from the money furnished by new investors. On this question the future will shed light.

#### REPORT OF A. L. A. COMMITTEE ON RELATIONS WITH THE BOOKTRADE.

THE following report has been submitted by the A. L. A. Committee on Relations with the Booktrade to the executive board of the American Library Association, with the request that it be approved for publication before the Niagara Falls meeting. It is thought that such an advance presentation may clear the way for more definite and effective consideration of the subject at the conference. The report has been approved, as requested, and is therefore now made public:

*"To the Executive Board of the American Library Association.*

"Gentlemen: It being apparent that a misunderstanding exists as to the functions of the A. L. A. Committee on the Relations of Libraries to the Booktrade, the committee considers it advisable to report to the executive board the conditions existing at the present time.

"The committee was originally appointed at the conference in 1901 'to consider and report upon the relation of libraries to the book trade.' The committee presented its report at the Magnolia conference, and a committee of five was again appointed 'to confer with the Publishers' Association on the lines of the foregoing resolution,' that is, the resolution adopted by the Association asking for an increased discount, etc. The committee accordingly met early in the fall of 1902 and sent to the American Publishers' Association a communication urging an immediate and definite reply to the resolutions of the American Library Association. In due course a reply was received that the American Publishers' Association's board of directors deemed it inexpedient to recommend any change of discount to libraries. The committee, after another meeting, communicated further by letter, and personally through its chairman, with the president of the Publishers' Association, requesting that the matter might be acted upon not by the directors only, but also by the Publishers' Association itself, which alone would have authority to make the change. At a meeting of the Publishers' Association, held on Feb. 11, 1903, it was voted that it was inexpedient to make any changes in its rulings regarding discount to libraries. The following are copies of letters received by the committee:

OCT. 31, 1902.

DEAR MR. PROPLES: Your communication of September 9th was presented to the Board of Directors of the American Publishers' Association at its last meeting. I was directed to write that in view of the opposition of the Booksellers' Association it was thought inexpedient to recommend at present any change of discount to libraries. As I explained, a change could only be made at a meeting of the Association itself.

Concerning the prices of books I would write that these are fixed by individual publishers and any complaint should be addressed directly to them. The Publishers' Association does not attempt to control the prices at which books should be published, and indeed we have been advised that such a control

would be illegal. The prices of books are subject to the ordinary business laws of competition and supply and demand. Yours very truly,  
CHARLES SCRIBNER.

THE AMERICAN PUBLISHERS' ASSOCIATION.  
Office of the Secretary, 66 Fifth Ave.

NEW YORK, Feb. 14, 1903.

W. T. PEOPLES, Esq., Chairman, *The American Library Association, New York City.*

DEAR SIR: In reply to your letter of the 9th of September I am instructed by Mr. Charles Scribner, President of the American Publishers' Association, to acquaint you with the fact that the matter of your letter was duly referred to The American Publishers' Association at its last general meeting with the result that it was found on resolution duly made and seconded and afterward unanimously carried that no difference at present could be made in the recommendations of the Association to its members in regard to library discounts.

I may also point out to you, in reply to your letter, that The American Publishers' Association does not, and cannot, attempt to dictate to its members in regard to the prices at which they issue their books.

I am, yours very truly,

GEORGE P. BRETT,

Secretary, *The American Publishers' Association.*

"The committee is clearly of the opinion that concessions will not result from further petition by it to the Publishers' Association.

"The committee has endeavored to make it clear to the Publishers' Association that the policy adopted by it will inevitably lead to discriminations, as it is credibly reported that many firms make arrangements whereby the total cost of a year's purchase, including net-price books, is less than it would otherwise be under the net-price system. A reference to the organic law of our association shows that this committee must not undertake to formulate instructions for the guidance of libraries, consequently the committee feels that in presenting this matter clearly to the publishers and urging the request of the American Library Association until definite action was taken, it has proceeded as far as it is warranted in going, and must leave librarians individually to take such action as will tend to force publishers, first, as public-spirited citizens to recognize the impropriety of undue levying by an organized monopoly and for the aggrandizement of a commercial class, upon the funds of educational tax supported institutions, and further as business men to perceive their own interests in granting to public libraries concessions similar to those which are customarily accorded to large purchasers in all branches of trade.

"The committee deems it preferable to make the report at this time to the executive board rather than wait for the annual meeting to be held in June at Niagara Falls, trusting that some mode may be found whereby the result of the committee's labors may be made known to the librarians throughout the country at the earliest possible date.

"W. T. PEOPLES,  
JOHN THOMSON,  
H. L. ELMENDORF,  
HENRY J. CARR,  
HILLER C. WELLMAN."

## BI-STATE LIBRARY MEETING, ATLANTIC CITY, N. J., MARCH 27-29.

THE seventh annual meeting of the Pennsylvania Library Club and the New Jersey Library Association was held at the Hotel Rudolf, Atlantic City, March 27-29, 1903.

There was an attendance of over 200 delegates and friends, the weather was clear and delightful, and the meeting one of the most successful the two clubs have held. A rather novel plan had been adopted for the program, which centered upon a single subject, "The encouragement of serious reading," various aspects of this theme being presented in the papers read. The plan proved entirely successful, and resulted in unusual continuity of interest throughout the three sessions. As it is planned to print the papers presented, in an early number of the *LIBRARY JOURNAL*, a summary only is given in the present report.

The first session of the meeting was held on the evening of March 27 and was presided over by Mr. Adam J. Strohm, president of the New Jersey Library Association, and librarian of the Trenton Public Library. In his opening address Mr. Strohm spoke of the magnificent gifts in the library world during the past few years and said that these gifts have brought about possibilities in library endeavors that might well prompt the professional librarian and the layman to inquire as to the record of the library movement, and the results obtained and obtainable.

Mr. Strohm extended a welcome to all present and introduced Mayor Franklin P. Stoy, who made a brief address of welcome in which he spoke of the progress of the free library movement in Atlantic City. Mr. Strohm then introduced the speaker of the evening, Professor George McLean Harper, of Princeton University, who gave a most interesting address, entitled "Profit you in what you read."

After Professor Harper's address the meeting adjourned and the remainder of the evening was spent in conversation and dancing.

The second session was presided over by Dr. J. Minis Hays, president of the Pennsylvania Library Club, and librarian of the American Philosophical Society. It continued the general subject, "The encouragement of serious reading," which Professor Harper's address had so effectively opened. Four papers were read at this session. The first, by Miss Alice B. Kroeger, of Drexel Institute, was a general survey of the subject. The second by Mr. John Nolen, secretary of the University Extension Society, was on "Aid from university extension methods;" Mrs. Thurlow then presented a paper on the "Influence of women's clubs on serious reading;" and the last paper of the morning, on "Encouragement by public lectures and other methods" was read by Mr. Arthur E. Bostwick, of the New York Public Library.



In the discussion that followed, Mr. Soule, of Boston, suggested a scheme of half-hour reading shelves for casual readers. Mr. Thomson, of the Free Library of Philadelphia, continued the discussion by describing the open-shelf room at his library. Mrs. Fairchild, vice-director of the New York State Library School, presented an interesting plan for cross-references in books. On the last page of a book a slip with the call number and title of other books on the same subject is pasted in. Three kinds of references were suggested, 1, from the historical novel to history; 2, from the book read to another on the same subject; 3, from one side to the other of the same subject. Mr. Bliss, of the Chester Library, spoke of the necessity of the encouragement of thinking.

The final session on Saturday evening was presided over by Mr. George F. Bowerman, librarian of the Wilmington Institute Free Library. Miss Winsor, of the Newark Free Public Library, gave the first paper of the evening, presenting the "Encouragement of serious reading by public libraries"; Mr. Collins, reference librarian of Princeton University Library, spoke on "The universities and the encouragement of serious reading" and a paper by Mr. W. W. Bishop, of Princeton University Library, on "The encouragement of serious reading through bibliographical enterprises" closed the formal treatment of the subject.

Miss Lord, librarian of Bryn Mawr College Library, spoke of the organization and work of the Keystone State Library Association, and invited all present to attend the third annual meeting, to be held in October, at the Delaware Water Gap.

Mr. Soule gave a short account of the work of the Publishing Board of the A. L. A. and of the aid Mr. Carnegie's gift of \$100,000 had given to their work. Mr. Montgomery, state librarian of Pennsylvania, spoke briefly of the work of the state library.

The general subject of the meeting was then thrown open for an informal discussion, which was participated in by Mr. Eastman, Mr. Cutter, Mr. Elmendorf, Mr. Wadlin, Mr. Dana, Mr. Hopkins, and others, and proved thoroughly interesting. The development of the library's relations with schools, clubs, lecture courses, museums, and other agencies of public education, was particularly dwelt upon, and the fact was emphasized that the library must be regarded as distinctly for educational service if its place as a public institution is to be fully assured and supported by the community.

During the three days of the meeting the A. L. A. Publishing Board's special committee on catalog rules held conferences, and brought their labors very nearly to a conclusion. A large number of the delegates remained over until Monday.

GERTRUDE CARR,  
Secretary N. J. Library Assoc.

## American Library Association.

*President:* Dr. J. K. Hosmer, Public Library, Minneapolis, Minn.

*Secretary:* J. I. Wyer, Jr., University of Nebraska Library, Lincoln, Neb.

*Treasurer:* Gardner M. Jones, Public Library, Salem, Mass.

*25th annual meeting:* Niagara Falls, N. Y. June 22-27, 1903.

### A. L. A. PUBLISHING BOARD.

ANNOTATED CATALOG CARDS FOR BOOKS ON ENGLISH AND AMERICAN HISTORY.

The Publishing Board proposes to extend the annotated catalog cards hitherto published, relating to books on English history, by including additional titles relating to American history in continuance of Larned's "Literature of American history," and its supplement. About 100 titles will be issued for books of 1902, one-third being books on English history and two-thirds on American history.

It will be noticed that the titles on English history will be only half as many as in previous years, and it is intended to confine the selection to books which will more generally be bought by all libraries. Criticism has been made on the cards issued heretofore that too many books have been included which are likely to be only in the larger libraries. The board hopes in this way to make the cards more useful. Subscriptions are solicited.

The price will remain the same as for the 60 titles previously issued each year for English history—namely, \$2. For each title 2 cards will be sent, and a thin slip which is intended for insertion in the book itself.

Issued also in pamphlet form at \$1.

### NEW CIRCULAR.

The Publishing Board has just issued a 4-page circular giving an annotated price list of its book and card publications. Any library not having received a copy may obtain one on application to the secretary at 10½ Beacon street, Boston.

## State Library Commissions.

INDIANA PUBLIC LIBRARY COMMISSION: Miss Merica Hoagland, secretary, State House, Indianapolis.

The Public Library Commission of Indiana has reason to rejoice over its recent legislative success. While the commission was created by the General Assembly of 1899, it has never been in a position to properly care for the library interests of the state. By the action of the General Assembly of 1903 the commission has been assigned a permanent office in the State House, with storage and shipping rooms. It is given the custody, management and control of the travelling libraries which have been in the care of the state librarian. The commission is also pre-

pared to furnish lists of books suitable for public libraries with prices for the same. An important part of the commission's duties is to provide courses of library instruction, also to give advice concerning the organization, maintenance or administration of libraries. The commission will appoint its own secretary to succeed the state librarian who has hitherto been *ex-officio* secretary. The commission is required to issue a full biennial report as to the library conditions and progress in Indiana. An appropriation of \$7000 has been granted. This more than doubles the former appropriation and enables the commission to extend its work and perform such service in behalf of public libraries as it may consider for the best interest of the state. The new law goes into effect upon publication of the acts, about the first of May.

**PENNSYLVANIA FREE LIBRARY COMMISSION:**  
Thomas L. Montgomery, secretary, state librarian, Harrisburg.

The first report of the Pennsylvania library commission, covering the period from its establishment in 1899 to Nov. 13, 1902, appears as a substantial pamphlet of 122 pages. The report proper, submitted by the former secretary and state librarian, Dr. George E. Reed, is brief, reviewing the unsuccessful effort of the commission to secure passage of an effective library law, and the work done in maintaining a travelling library system by funds secured first through private subscription and later by the legislative appropriation of \$1500 annually for the purpose. There are 80 libraries of 50 volumes each in operation, these being 16 distinct libraries, each duplicated five times, and they have been sent to 56 different places in 30 out of the 67 counties of the state, reaching approximately 1538 readers and a circulation of 13,885 v. Dr. Reed's report is followed by itemized reports and appendixes, including the finding lists of each of the 16 travelling libraries, circular of information regarding travelling libraries, text of library laws of the state, etc. There are illustrations of several of the most important library buildings of the state. The report is interesting as a presentation of beginnings in commission work; later issues might be improved by pruning down appended material and giving more information regarding library activities of the state.

### State Library Associations.

#### CONNECTICUT LIBRARY ASSOCIATION.

*President:* Jonathan Trumbull, Otis Library, Norwich.

*Secretary:* Miss Laura F. Philbrook, Russell Library, Middletown.

*Treasurer:* Miss C. Belle Maltbie, Hunt Library, Falls Village.

The twelfth annual meeting of the Connecticut Library Association was held in the

Public Library of South Norwalk, Wednesday, Feb. 25. At 10.30 the meeting was called to order by the president, Henry M. Whitney, of the Blackstone Library, Branford. After the reading of the minutes and the disposal of various items of business, Mr. Abiathar Blanchard, president of the South Norwalk Public Library, welcomed the association in behalf of the board of directors.

The annual reports of secretary and treasurer were then read and approved. Resolutions on the death of Homer F. Bassett, as prepared by the committee appointed at the last meeting, were read, as was also the act concerning public libraries as drawn up by the committee on legislation. By vote the president was authorized to urge the passage of this bill upon the State Board of Education and the Connecticut Public Library Committee. Miscellaneous business was transacted, and A. L. A. announcements read. Only one paper appeared on the program for the morning session, that being prepared and presented by Miss Mary Frances Hackley, of Rowayton, who gave those present "A bird's-eye view of book-plateism," the interest in which was greatly enhanced by a collection of book-plates mounted and framed, and placed where all could study them. The last hour of the session was devoted to a practical lesson in book-mending, demonstrated by Miss H. Eleanor Brigham and Miss Florence R. Robertson, of the Hartford Public Library. The idea of substituting a "lesson" for a prepared paper was an experiment, and it proved one of the most interesting features of the day. It was conducted in a very informal manner, productive of much questioning, greater appreciation of one another's needs, help from unlooked for sources, and by no means least, greater sociability. Though it may not have been of particular interest, or very helpful to members representing city or university libraries, the librarians from the small towns and villages felt amply repaid for attending the meeting, because of this item alone.

At the suggestion of the president, representatives from the smaller libraries of the state gave interesting accounts of work in their respective towns. Miss Scott, librarian of the South Norwalk Public Library, referred to arrangements made for luncheon at Hotel Clifford, and to a trolley ride about the towns of Norwalk, South Norwalk, and East Norwalk, planned for the entertainment of the library's guests, naming many historical points. Miss Dotha Stone Pinneo gave those present a very cordial invitation to visit the Norwalk Public Library when passing that town, also to inspect their new Carnegie library building which is in process of erection.

Owing to unforeseen delay, the afternoon session was not called to order until 3.15. The chairman of the nominating committee, Mr. Frank B. Gay, was called upon for the report of that committee, which resulted in

the election of the following officers for the ensuing year: President, Jonathan Trumbull, Otis Library, Norwich; vice-presidents, Miss Elizabeth Griswold, Lyme; William N. C. Carlton, Trinity College Library, Hartford; Miss Elizabeth Van Hoevenberg, Ferguson Library, Stamford; Alfred E. Hammer, Branford; Miss Helen Sperry, Bronson Library, Waterbury; William Maxwell, Rockville; secretary, Miss Laura F. Philbrook, Russell Library, Middletown; treasurer, Miss C. Belle Maltbie, David M. Hunt Library, Falls Village.

Mr. Arthur E. Bostwick, of the New York Public Library, then read a paper on "How librarians choose books," following which came a paper on "The librarian's debt to the community," by Dr. James G. Johnson, of Farmington. Three questions were discovered in the question-box, which called forth various answers, and not a little discussion. A vote of thanks was tendered to the hosts for the day; also to the retiring officers of the association. The meeting then adjourned until the May meeting which will be held in the Kent Library, Suffield.

ANNA HADLEY, *Secretary*.

#### DISTRICT OF COLUMBIA LIBRARY ASSOCIATION.

*President:* Thomas H. Clark, Law Library.

*Secretary:* Robert K. Shaw, Library of Congress.

*Treasurer:* Theodore L. Cole, 15th and F sts., N. W.

The members of the District Library Association listened on March 11, the date of the regular monthly meeting, to a talk by Mr. W. E. Safford of the Department of Agriculture on "Some books from the shelves of Vailima." Preceding Mr. Safford's address several members spoke briefly on the general topic, "Current events and notable books." Mr. Cutter mentioned the recent sale of a Washington autograph letter, a note of condolence, signed by George and Martha Washington, which brought the unusual sum of \$1150. The purchaser was John D. Rockefeller. Mr. Wead referred to a number of books of the late Henry Stevens, presented by him to the library of his native town of Barnard, Vt. Mr. Cole called attention to the careful and scholarly bibliographical lists of colonial documents of the state of New York, from 1673 to 1775, prepared by Miss Adelaide Hasse and appearing in the New York Public Library *Bulletin*. Mr. Lincoln spoke of the calendar of John Paul Jones' manuscripts soon to be issued by the Library of Congress. Mr. Hutcheson mentioned the latest development of the travelling library system adopted by the library at Cardiff, Wales—that of supplying travelling libraries to the vessels in the vicinity of the city.

At the beginning of his address, Mr. Safford told how, through a mere accident, he succeeded in obtaining some 200 of Robert Louis Stevenson's books at the author's last

home in Vailima. The speaker showed how Stevenson had been influenced in his writings by many of the books in this collection. Several of them bore annotations, marginal and interlineal, which threw much light on Stevenson's published and projected writings. At the close of his address Mr. Safford entertained the audience by exhibiting the books which he brought with him, some 23 in number, and answering individual questions.

Before adjournment Mr. Theodore L. Cole, president of the Statute Law Book Company, was elected treasurer for the balance of the year.

R. K. SHAW, *Secretary*.

### Library Clubs.

#### ANN ARBOR LIBRARY CLUB.

*President:* H. O. Severance, University of Michigan Library.

*Secretary:* Miss Grace M. Lane, University of Michigan Library.

*Treasurer:* Miss Helen A. Smith, Public Library.

A preliminary meeting, to consider the formation of an Ann Arbor Library Club, was called for Jan. 22, 1903. There were 14 persons present, representing the Law and the General Libraries of the University of Michigan; the Public Library; the Ladies' Library; and others interested in library work in Ann Arbor. A preliminary organization was effected and arrangements made for the next four meetings, to be held one each month.

The second meeting was held Feb. 12, when Prof. R. C. Davis, librarian of the University of Michigan, gave a paper on the "Over use of books." Miss Braley of the General Library gave a report on what other library clubs and associations are doing. Miss Belser of the same library brought before the club a list of new periodicals and old ones which have changed their names during the last six months. At this meeting the club completed its organization. The constitution is in the main similar to the constitution of the Chicago Library Club. The officers—president, two vice-presidents, secretary and treasurer—are to be elected annually at the regular meeting in May.

The officers are: President, H. O. Severance, of the University General Library; vice-presidents, Gertrude Woodward, of the University Law Library, Carrie E. Watts, librarian of the Ladies' Library; secretary, Grace M. Lane, of the University General Library; treasurer, Helen A. Smith, of the Public Library; program committee: Gertrude Woodward, Carrie E. Watts, W. C. Hollands, in charge of the University Printing Press and Bindery.

The third meeting of the club occurred March 12. The principal paper was given by B. A. Finney of the University General Library on "The public library and local history."

## CHICAGO LIBRARY CLUB.

*President:* Miss Irene Warren, School of Education, University of Chicago.

*Secretary:* Miss Renée B. Stern, 5515 Woodlawn ave.

*Treasurer:* C. A. Torrey, University of Chicago.

The regular meeting of the Chicago Library Club was held March 12, in room 434, Fine Arts Building.

A letter from Mr. Wyer, secretary of the A. L. A. was read giving an outline of the Niagara program, and Miss Roper announced the work proposed for the Illinois state meeting in April.

Mr. Francis H. Gill, manager of the Book-lovers' Library and the Tabard Inn Library, read a most interesting paper on the work of those libraries. He spoke also of the other enterprises under the same management: their club, railroad, Temple and Industrial libraries, their bookstores and publications, which latter includes their magazines and reading-lists prepared by experts.

Considerable discussion followed the reading of the paper, mainly relating to the advisability of public libraries becoming a station for, or directly renting Tabard Inn Library books in order to save the public library from the purchase of so many volumes of current fiction. Several libraries were mentioned that have adopted this system, some allowing patrons the free use of the books, others charging a five-cent fee on each book loaned in order to reimburse the library's outlay. This has been done particularly by the smaller public libraries, one of the first to try the experiment being the Pittsfield Athenæum Library, Pittsfield, Mass. In most cases it has been found a popular expedient for meeting the demand for new books, especially new novels.

The meeting adjourned at 9.40 p.m. Present, 40. RENÉE B. STERN, *Secretary*.

## MONONGAHELA VALLEY LIBRARY ASSOCIATION.

*President:* Charles Cummings, Braddock, Pa.

*Secretary-treasurer:* Miss Lillian Hirth, Homestead, Pa.

The Monongahela Valley Library Association has been organized by the librarians and assistants of the Carnegie libraries of Homestead, Braddock, Duquesne and McKeesport, Pa. It has now a membership of 17, with the following officers: Charles Cummings, of Braddock, president; Miss Emily J. Kuhns, of McKeesport, vice-president; Miss Lillian Hirth, of Homestead, secretary-treasurer. Meetings are held the first Monday of each month from October to April. At the April meeting, held at the Braddock Library, Mr. George Lamb, the new librarian at Braddock, read a paper on the relations of the library to the public schools.

## Library Schools and Training Classes.

## CARNEGIE LIBRARY TRAINING SCHOOL FOR CHILDREN'S LIBRARIANS.

On Feb. 24 and 25, Miss Electra C. Doren, librarian of the Dayton Public Library, gave two helpful and interesting talks before the school on "Public library work for public schools" and "Bad books: their effect and the remedy." Miss Doren was accompanied on her visit by a small delegation from the women's clubs and normal school of Dayton, who wished to study the library work with children in Pittsburgh.

On Feb. 23, Mr. Herbert Putnam, Librarian of Congress, visited the library and spoke a few words of greeting to the school.

## RECENT APPOINTMENTS.

Edith Morley Smith, assistant in children's room, Wylie Avenue Branch, Carnegie Library of Pittsburgh.

Ruth Grosvenor Hopkins, assistant in children's room, Lawrenceville Branch, Carnegie Library of Pittsburgh.

Lillie Capelle Bryer, assistant in charge, East Liberty Children's Reading Room, Carnegie Library of Pittsburgh.

## DREXEL INSTITUTE LIBRARY SCHOOL.

The students of the library school attended the Bi-State Meeting of the Pennsylvania Library Club and the New Jersey State Library Association at Atlantic City, March 27-29. On March 30 Mrs. Fairchild visited the school, and gave an interesting lantern lecture on the presidents of the A. L. A. On the afternoon of March 30, the class listened to two addresses on the "Cultivation of reading," by the Rev. W. Hudson Shaw and Albert Smyth, which were given under the auspices of the Free Library and the University Extension Society. The Pratt Institute Library School students on their tour of inspection of libraries came to the Institute on March 31, when the students of both schools took advantage of the occasion to compare notes on the work of the year.

An opportunity was given the students in March to assist the organizer of a mission library. While it was possible to allow only a limited amount of time to this, still it served to give the class some useful experience. Several of the students visit the College Settlement library once a week to assist in helping the children in their choice of books.

Miss Alvaretta P. Abbott, class of '90, has been appointed librarian of the Public Library of Atlantic City, N. J.

Miss Jessie S. Sawyer, class of '02, has been engaged as assistant in the Armour Institute Library, Chicago.

## NEW YORK STATE LIBRARY SCHOOL.

Mr. C. A. Cutter delivered the three lectures of the Alumni lectureship April 1, 2 and 3, on "The selection of art books and pictures for a library." Not only the faculty and students but many of the State Library staff were in attendance, also Miss Jessica G. Cone, a graduate of the school, of the class of 1895. Mr. Cutter's intimate and loving knowledge of his subject and his long experience in buying both books and pictures for the Boston Athenæum and the Forbes Library fitted him in an unusual way to speak convincingly and practically. The emphasis of the course was placed on the necessity of a sympathetic knowledge of art by the librarian or the head of the art department. Suggestions were also given as to the means of acquiring such knowledge. The lectures will be printed by the Alumni Association.

Mr. Cutter spent the week March 31 to April 7 at the school, giving daily lectures and instruction in the Expansive classification.

The students left Albany Tuesday evening, April 7, for the annual library visit, including New York, Philadelphia, Baltimore and Washington libraries.

SALOME CUTLER FAIRCHILD.

## PRATT INSTITUTE LIBRARY SCHOOL.

## ANNUAL VISIT TO LIBRARIES.

The Pratt Institute Library School students were especially favored this year in having their annual trip so arranged that they could attend the Bi-State Library Meeting at Atlantic City. The change from hard work in the city to rest at the ocean resort, the opportunity to meet and listen to those prominent in the library world, the discussion of real problems by real librarians, were all much enjoyed by the members of the class.

After three beautiful days spent at Atlantic City, the class started on Monday morning, March 30, in a pouring rain for Philadelphia, where they were cordially welcomed at the Apprentices' Library by Miss Middleton and her assistants. The next visit was made to the Widener Branch of the Philadelphia Free Library where the visitors were received by Mr. Thomson, who did everything possible during the stay in Philadelphia to make the visit a pleasant and profitable one. In the Widener Branch, the classes of both Pratt and Drexel Institutes were shown the collection of incunabula which represents the treasures of the Philadelphia Free Library. The remainder of the afternoon was occupied in listening to lectures on the relation between libraries and the University Extension movement by W. Hudson Shaw and Prof. Albert H. Smyth.

Tuesday morning the class met at the main building of the Philadelphia Free Library, where Mr. Thomson gave them a short talk on the library and the advantages of open shelves. They were shown through the libra-

ry and were especially interested in the books for the blind. In the children's room at the main building most of the work is done with children who are employed in the stores of that section of the city and consequently it differs much from the work done in most children's rooms with boys and girls who are in school. A trolley ride to the West Philadelphia Branch took the students to the residence portion of the city, where the magnolia trees in full bloom proclaimed that spring had arrived before them.

After luncheon at the Drexel Institute lunch room, the class met at the Pennsylvania University Museum where Prof. Sommerville introduced them to the unique collection of shrines and other objects used in the worship of Buddha which he has arranged in one room of the museum. At the University of Pennsylvania the class observed the working of seminary libraries, and were shown the Dante collection, the second largest in the United States. There was also a collection of rare pamphlets of the 17th century on Economics in England, and one on Spiritualism.

The library of Drexel Institute was next visited, and to the pleasure of seeing the library was added that of meeting the students in the Library School of Drexel Institute. Tea was here served to the visitors.

Wednesday forenoon was divided among the Library Company, the Historical Society Library, and the Mercantile Library. At the first two of these there were in addition to the libraries so many objects of historical interest that the students were reluctant to leave them. The afternoon was devoted to sight-seeing as each member of the class chose and was all too short for those who were making their first visit to Philadelphia.

Thursday morning the class met at the library of the Franklin Institute, which is very interesting as a technical reference library, and went from here to the Academy of Natural Sciences. During the afternoon a visit was made to Bryn Mawr where Miss Lord and her assistants showed the workings of a college library in which there is no limit to the number of books which a student may draw, nor any time limit.

Friday morning our party started for Wilmington, Del., where they were met by the librarian, Mr. Bowerman, with a private trolley car in which they took a trip through the main parts of the city and out to the Rockford Branch of the library. Luncheon was served by Mrs. Wm. P. Bancroft in her beautiful home on the banks of the historic Brandywine, after which the class visited the Wilmington Institute Library, one of the best working libraries seen on the trip. The work done with schools is one of the strong points in this library.

In the later afternoon, after a delightful day in the country, the class started for Trenton, where the evening was occupied in meeting socially the staff of the Trenton Public



Library in their beautiful new building. An examination of the building and the working of the library followed the next morning. Mr. Strohm and his staff contributed much to the enjoyment of the party, answering willingly the many questions of the students.

The class started at 11:55 a.m. for Princeton. They were met at the station by Dr. Richardson and Mr. Bishop and taken to the Princeton Inn for luncheon, after which they enjoyed a drive through the town and a brief visit to the Princeton University Library. The time was too short to do justice to the many treasures of the library, but it is a satisfaction to have made even a short visit.

Among the pleasures of the trip the opportunities to meet one another socially after the year of hard work together and to become better acquainted with the instructors is one highly prized by the students. They appreciate, too, the kindness and helpfulness of the librarians whom they met. This first outlook into the library field has broadened their views and proved that the yearly visit to libraries is one of the most helpful and most enjoyable parts of the year's work.

ARABELLA H. JACKSON, *Class of 1903.*

#### UNIVERSITY OF ILLINOIS STATE LIBRARY SCHOOL.

The inspection visit to Chicago libraries was made optional this year, to allow more students to attend the A. L. A. meeting at Niagara Falls. A party of twelve, with the director, will visit Chicago April 10-16, attending the annual meeting of the Illinois Library Association at the University of Chicago, April 13-15.

As this is the tenth year of the school, a special reunion is planned in connection with the A. L. A. meeting, and present reports indicate an attendance of 50 or 60.

The following subjects have been prepared as theses or bibliographies by the present senior class:

Bibliography of the historical development of the house.

An annotated bibliography of the domestic science movement.

Rural school libraries in Boone County, Illinois.

Conditions of libraries in Virginia, including a history of the whole educational system in the state with plan for improving library conditions.

Bibliography of descriptions and criticisms of the works of art of the French painters.

Translation into English of: Milkau, Fritz. *Centralkataloge und titeldrucke.*

A selected and annotated list of historical novels to be used in the study of the Crusades.

Bibliography of Early St. Louis from its foundation in 1764 to the beginning of the Civil war in 1861.

Supplementary reading for geography in the schools.

Annotated bibliography of textiles from the economic standpoint.

Annotated bibliography of garden books.

A bibliography of criticisms and descriptions of the works of art of Raphael.

Translation of article on architecture in "Der handbuch der architecture."

Bibliography of adaptations for children of classics, including desirable and undesirable books with annotations.

Library facilities of Cincinnati.

Gifts to libraries.

Laws affecting the printing, sale and distribution of public documents: their cause and effect.

Bibliography of the Yosemite; descriptive and scientific.

Library training in the United States.

Index to the state documents of Illinois.

Bibliography of criticism of the principal works of Giorgione, Tintoretto, Paolo Veronese, Palma il Vecchio, Lorenzo Lotto, Paris Bordone, Tiepolo.

Correspondence course in accessioning, shelf-listing, classifying and cataloging.

Libraries in state schools for the deaf.

Review of Macfarlane's "Library administration," with American notes.

A descriptive list of some incunabula in the University of Illinois library.

Co-operative living.

Bibliography of the Library of Congress.

Syllabus for the study of U. S. government publications with selected bibliographies.

Syllabus on history of printing.

Furnishings and fittings for a designated public library.

Conditions and needs of the Sterling (Ill.) public library.

English history of the Tudor period through its novels.

Detailed study of the periodicals for children.

List of bibliographies in the Congressional set of U. S. Government documents in University of Illinois.

Prose bibliography of Illinois: i.e., List of writers native to the state, and their compositions.

High School libraries in Michigan.

The Bibliography lecture course will end in April. It has been as follows: Philosophy, Head professor Daniels; Psychology, Professor Colvin; Religion, Rev. Mr. Wilkinson of Emmanuel Church, Champaign; Education, Head professor Dexter; Political science, Professor Robinson; English literature, Head professor Dodge; Romance languages, Head professor Fairfield; German, Head professor Rhoades; Greek, Head professor Moss; Music, Director Lawrence; Architecture, Dean Ricker; Ancient and mediæval history, Mr. Alvord; Modern European history, Dr. Schoolcraft; American history, Head professor Greene; Civil engineering,

Head professor Baker; Mechanical engineering, Head professor Breckenridge; Biology, Dr. Hottes; Astronomy, Mr. Brenke; Geology, Head professor Rolfe; Chemical and physical science, Dr. Lincoln.

KATHARINE L. SHARP, *Director*.

#### WINONA SCHOOL FOR LIBRARIANS.

The Public Library Commission of Indiana will conduct a school for librarians, as a department of the Winona Assembly and Summer School to be held at Winona Lake, Indiana, July 6-Aug. 15, 1903. Miss Merica Hoagland, library organizer of Indiana, will be dean of the school. Miss Anna R. Phelps, a graduate of the New York State Library School, assisted by others, will give the instruction in the selection of books, preparation of order lists, accessioning, shelf lists, book numbers, classification, cataloging, binding, bulletins, bibliography, etc., paying especial attention to school and college reference work. Librarians and assistants who have had a four years' high school course or its equivalent will be admitted. Early application is necessary as the school will be limited in number. The expense of the course, including room and board, will be less than \$60. Additional information may be obtained by addressing the Commission at room 85, State House, Indianapolis.

### Reviews.

#### BIBLIOGRAPHIE DER DEUTSCHEN REZENSIONEN.

. . . Supplement zur Bibliographie der deutschen Zeitschriften-Litteratur. Band 1 . . . 1900; herausgegeben von F. Dietrich. Leipzig, Felix Dietrich, 1901. 406 p. 4°. 25 m.

BIBLIOGRAPHY OF BOOKS REVIEWED in leading American periodicals; ed. by George Flavel Danforth, librarian of Indiana University. vol. 1, 1902. Bloomington, Ind., Index Publishing Co., 1903. \$1.50.

The appearance of Mr. Danforth's book gives an opportunity for a much belated review of the elaborate work of Herr Dietrich. It is by no means uninteresting to contrast these two bibliographies, each in its first volume, and each an essay in a comparatively untrodden field. It is much to be regretted that the result of the comparison can redound but little to the credit of this country. To begin with, Mr. Danforth lists reviews in thirty journals; Herr Dietrich in one thousand and over. The latter's list is magnificently complete, although "trade journals" and other minor periodicals are omitted. No such claim can be made for the Indiana list. In the second place, the German work gives the name of the author of the review wherever

it is obtainable. The American list is silent as to authors of reviews, despite the fact that many of the journals indexed print signed reviews. In 406 pages of two columns each Herr Dietrich manages to give indications of notices and reviews of some 38,000 books and maps, and to provide a subject index. In 207 pages Mr. Danforth lists less than 2700. The comparison might be pushed farther, but the difference in the scope of the two works is already sufficiently clear.

The German list is so important that it should be in every large library. It will be a welcome addition to our stock of bibliographical tools. The limitations of Mr. Danforth's work are such that, while distinctly better than anything before obtainable in America, it cannot be said to represent the best possible endeavor in this line. The omission from its list of periodicals of many scientific and technical journals seriously diminishes its usefulness. While we publish no such formidable array of reviews conducted by men of learning for the peculiar interest of their own kind as do the Germans, our number of such journals is at least respectable. It cannot even be maintained that Mr. Danforth's list of "leading American periodicals" is a fortunate selection. For example, the *Pedagogical Seminary* is omitted from journals in the field of education, the *American Journal of Theology*—whose main excellence is its reviews of new books—from that of theology, the *American Journal of Philology* is wanting, and so on. It is much to be hoped that the following volumes will show an increase in the number of periodicals indexed, together with an indication of the authors of signed reviews. It is possible that such a measure would require the sacrifice of the present excellent typographical form of the book. The work will without doubt be found useful, but its value might easily be greatly enhanced without unduly increasing its cost.

WM. WARNER BISHOP.

BAKER, Ernest A. A descriptive guide to the best fiction, British and American; including translations from foreign languages, containing about 4500 references; with copious indexes and a historical appendix. London, Swan Sonnenschein & Co., Ltd.; New York, Macmillan Co., 1903. 7+610 p. O. \$2.50.

This is the most ambitious and in large measure the most successful effort yet made to cover the field of English fiction (original and translated) in a systematic bibliographical presentation. To a degree it is a development of the "evaluation" principle, as exemplified in the fiction division of the Leypoldt-Iles "List of books for girls and women and their clubs," and in general plan and character it ranges with Sonnenschein's "Best books" and "Reader's guide," and with the Larned "Guide to the literature of American history."

Mr. Baker disclaims for it the title of bibliography, which would have involved more accuracy and elaboration of detail than could be attempted, and presents it simply as a "fairly complete list of the best prose fiction in English, including, not all that interests students, but all that the ordinary reader is likely to care about."

The descriptive list forms the main division of the work, covering over 400 pages. It is followed by a historical appendix, authors and titles index, and subjects index. Style and arrangement throughout recall the *Sonnenschein* "guides," and are evidently a result of the "shrewd advice and sedulous revision" of Mr. Swan Sonnenschein, of which Mr. Baker makes acknowledgement. The main list is subdivided according to nationalities, each subdivision being again broken into chronological divisions, with entries given so far as possible in order of publication. Thus, division A, English fiction, has 18 subdivisions, covering the 15th to the 19th centuries respectively; 19th century, 1800-1825; 19th century, 1825-1850; 19th century, 1850-1875; 19th century, present day; Scottish fiction, 1800-1825; Scottish fiction, 1825-1850; Scottish fiction, present day; Irish fiction, 1800-1825; Irish fiction, 1825-1850; Irish fiction, present day; Colonial fiction, *a* British colonies in Africa, *b* British colonies in America, *c* British colonies in Australasia. Under American fiction (division B) there are two classes, Before the Civil War (1861), and From the outbreak of the Civil War to the present day. The other classes are: C, Belgian and Dutch fiction; D, French fiction; E, German fiction; F, Modern Greek fiction; G, Hungarian fiction; H, Italian fiction; I, Scandinavian and Finnish fiction; J, Slavonic nationalities; K, Spanish and Portuguese fiction; L, Non-European nationalities. Some of these contain but three or four titles; others, as the French, German, and Italian have fairly full chronological subdivisions. Entries are alphabetical by author, with titles given in order of publication as far as possible. The annotations range from one line to twenty or more, and include note of editions, publisher and price. The Historical Appendix is arranged in divisions by countries with an elaborate chronological sub-arrangement, special care being given to the fitting of specific dates to the books selected. While the appendix includes many of the titles given in the descriptive list, there is great unevenness in this respect, and a large proportion of the entries in the appendix are of juvenile books, not recorded in the main list. The authors and titles index and the subjects index, which complete the work, are necessary keys in view of the somewhat elaborate arrangement of the main divisions.

As a whole, Mr. Baker's volume is most creditable to the industry and patience that have gone to its production. Whether its useful-

ness can be proportionate to the labor it represents is a question that time must answer; and a realization of what that labor must have been tends to disarm criticism. Its special service lies in its comprehensive and summary presentation of English fiction from the beginning, in the sense of the historic development of this form of literature which it imparts, and in the elaborate annotation work. Mr. Baker, who is librarian of the Midland Railway Institute, Derby, has done other work of this sort, notably in his previous "Handbook of fiction," and brings to it a wide knowledge of the subject and an understanding of the technical details involved.

While setting forth the excellences of the work, it is on the other hand only fair to indicate points of weakness or of disagreement—not, it is hoped, in a spirit of hypercriticism, but in the thought that criticism is helpful, and that revision may sometime be desirable. Of course, in any work of this sort the first vexed question is that of selection. Why this book is taken and that book is left, is to a large degree a matter of personal feeling, and probably no three persons would ever agree in their estimate of any half dozen books. But there are certain tests which should determine selection for any such list as this, and in many cases these tests have been overlooked or misapplied. Thus, under Anstey, "The tinted Venus," next to "Vice versa" in popularity and its superior in pure comedy, is omitted from the seven titles given; Mrs. Voynich is not represented by "The gadfly," but by "Jack Raymond"; while Jefferies' "Dewey morn," Henry Kingsley's "Stretton" and "Silcotes of Silcote," Reade's "Foul play," Bulwer's "Ernest Maltravers," Marryat's "Children of the New Forest," Charles Grant's "Stories of Naples and the Camoira," and Wells' "Invisible man," are a few of many omissions not to be reconciled with the purpose and principle of the list. This is emphasized by the fact that the list is extremely comprehensive, and includes many titles of negligible quality. The same objection applies to the indication, by means of an asterisk, "of masterpieces and peculiarly representative works." Why is "The fortunes of Nigel" a "masterpiece" when "The fair maid of Perth" and "Kenilworth" are not? Why should "Oliver Twist," "Nicholas Nickleby," "Bleak House," and "Tale of two cities" be left unstarred, if "Barnaby Rudge," "Pickwick," and "Dombey and Son" are among the chosen? Very few, we fancy, will agree with the indication of Miss Burney's "Cecilia" as superior to her "Evelina," nor can the setting of "Middlemarch" above "The mill on the Floss" pass unquestioned. Among the lesser and particularly the more modern writers, however, the distribution of asterisks has been carried out with discrimination and good judgment.

Of fiction other than English the representation is unsatisfactory. For foreign books this is naturally a result of the restriction to works issued in translation, but the American division has no such limitation, and might easily have been greatly improved. Here among omissions noted are Bret Harte's "Gabriel Conroy," Miss Murfree's "Where the battle was fought," Janvier's "Aztec treasure-house," Robert Chambers' "Red republic," Fuller's "Chevalier of Pensierivani," Hopkinson Smith's "Tom Grogan," Mrs. Wiggins' "Birds' Christmas Carol"—in each case less representative books by these writers being included. It is also curious to note that the name of Señora Pardo Bazan does not appear at all in the Spanish list, although several of her books have been widely read in English versions, and that the stories of Ethel Turner are missing from the Australian list. The foreign lists, indeed, are not to be regarded as a "guide" to foreign fiction, but as indication of a few titles accessible to English readers.

In its annotations the work is variable, probably due to the collaboration inevitable in such an undertaking. The notes for Meredith's novels and for Hewlett's books are especially good, and Anthony Trollope, "Quida," Balzac, Henry James, and Howells furnish examples of capital annotation work. Others are less successful. The Jewish elements of "Daniel Deronda" are entirely ignored in the annotation, and in many cases the salient points are missed, as in the omission of any reference to Mormonism in the note to "John Brent," or to temperance in the notes to "Ralph Connor's" books, or to avarice in Norris's "McTeague"; while the comment on Judge Grant's "Unleavened bread" misses the target entirely. Some of the annotations need pruning. To speak of a book as "introducing the vigorous personality of the redoubtable Paul Jones" (Miss Jewett's "Tory lover") is amateurish, while the attempts at "fine writing" which crop up now and then should have been sternly suppressed in proof. Discounting such defects as these, the annotations give life and character to what would otherwise be a dry record of titles.

It is impossible, within necessary limitations of space, to do more than touch upon the chief characteristics of the volume. In details of information as to edition, etc., there are frequent discrepancies, as in the listing of cheap reprints (especially in American editions) where better editions are available, and in the giving of dates of publication, as for example the only date for the English translation of "Monte Cristo" being given as 1804. For translations especially the indication of editions is often most unsatisfactory. Such defects as these are perplexing or irritating, but they do not seriously impair the usefulness of the work as a whole.

H. F. H.

## Library Economy and History.

### GENERAL.

The *Library Association Record* for January appears three months late, with announcement by its present editor, Mr. Henry Guppy, that owing to the heavy and growing demands upon his time, in connection with the development of the John Rylands Library, it has been necessary to give up his editorial duties and to request the appointment by the L. A. U. K. Council of a successor. Mr. Guppy has had charge of the *Record* from its beginning four years ago, and has given devoted and scholarly service. The present number, which opens the fifth volume, contains two careful papers by Cyril Davenport and John Ballinger respectively, on "Library bookbinding" and "The rate limit and the future of public libraries," with the usual notes and departments.

WHAT do teachers read? (*In New York Public Library Bulletin*, March, p. 42-50.)

Three essays, submitted in examination for branch librarian, by Mary Denson Pretlow, Lucille Armistead Goldthwaite, and Alice Wilde, respectively. All are clever, and worth reading, despite the difficulty of answering such a question as this with any definiteness.

### LOCAL.

*Alameda (Cal.) P. L.* The Carnegie library building was opened informally to the public on the evening of March 25.

*Atlanta, Ga. Carnegie L.* (4th rpt.—year ending Dec. 31, 1902.) This report, which was summarized from advance proofs in March L. J. (p. 130), is issued as a 36-page pamphlet, with several illustrations of the fine Carnegie building.

*Atlantic City (N. J.) P. L.* Plans for the \$60,000 Carnegie library building have been accepted, and it is hoped that work may begin this spring. The building is modelled upon that designed for Norfolk, Va., and will be a two-storied structure of white limestone. Herbert D. Hale, of New York, is the architect.

*Belmont (Mass.) P. L.* The library issues in an artistic pamphlet the "Addresses at the opening of the new library building, June 17, 1902; with views and plan of the building" (29 p. O.)

*Brooklyn (N. Y.) P. L.* Weekly staff-meetings of superintendents of departments with the librarian and assistant librarian were instituted in February and have proved the best medium for thrashing out problems and discussing changes and innovations. There is absolute freedom of speech, and the meetings as a rule last two hours. Classes for assistants have been a decided feature of the year's work in the library. The class in ref-

erence work, which opened Dec. 1, 1902, closed the 16th of February; the superintendent of children's work formed a class of children's assistants and others interested in juvenile work, which opened on Feb. 6 and will continue until the vacation period; and the superintendent of cataloging opened a cataloging class on March 2 which is still running. These classes range in numbers from 25 to 45. They are held weekly in library time, and there is no tuition fee. They have no connection with the apprentice classes.

Examinations for entrance to the apprentice class will be held on Friday, April 17, at the administration building, 26 Brevoort Place. The examination in literature will be from 9.50 a.m. to 12.30 p.m., and the examination in history including general information, from 1.30 p.m. to 5.30 p.m.

The superintendent of the children's department was invited by the Carnegie Library of Pittsburgh to deliver two lectures to the training school for children's librarians, and spent a week in that city studying the different phases of branch library work and work with children as it is there developed.

A somewhat new departure in library interiors was the fitting up of the "kitchen" of the Williamsburgh Branch as an addition to the children's room. This branch is located in a dwelling-house until the completion of its Carnegie building. Besides the usual painting, papering and kalsomining, it was necessary to conceal the range and sink. For this purpose, the carpenters erected a screen covered with tightly stretched denim. This screen serves the secondary purpose of a picture-bulletin board.

Mr. Hill represented the library at the Atlantic City meeting; other delegates were Miss Hitchler and Miss Hawley, superintendents of departments, Miss Hull and Miss Donaghy, branch librarians, and Miss Schofield and Miss Armstrong, branch assistants.

*Brunswick, Me.* On March 23, the city board of selectmen received a check for \$15,000 from William J. Curtis of New York for the library building, which he is to give in memory of his father. It is hoped that work may begin early this spring.

*Cedar Rapids (Ia.) F. P. L.* The third annual "library day" exercises were held on March 6, and were attended by many persons, including a number of out-of-town guests. There were two sessions at which papers were read and library topics discussed. A question box was a feature at each, over which Miss Alice Tyler, of the state library commission presided in the morning, and Miss Ahern, of *Public Libraries*, in the afternoon. In the morning the subject discussed was library administration, and in the afternoon library architecture was considered. Members of the board of trustees were present during the day and evening and assisted in receiving the visitors. The whole library

staff was on duty and explained methods and the work in general. The members of the Cedar Rapids Art Association gave a free exhibition of their collection and the combination of "library day" and the arts and crafts exhibit proved eminently pleasing and instructive.

*Chicago (Ill.) P. L.* (30th rpt. — year ending May 31, 1902.) A summary of this report was given in *L. J.*, January, p. 31-32. To the facts then presented it may be added that the trustees make special reference to the offer of Mrs. T. B. Blackstone to erect a branch library building as a memorial to her husband. The building, which is now being erected at 49th st., Lake and Washington avenues, "is in the pure Grecian Ionic style of architecture. The materials used are white granite for the exterior and Italian marble for the interior. The plans provide for reading and reference rooms, a room for young people, librarian's and catalogers' rooms, a circulating room, and a shelving capacity for 25,000 books."

*Detroit (Mich.) P. L.* (38th rpt., 1902.) Added 7700; total 179,740. Issued, home use 534,933 (fict. 58.40%; juv. fict. 16.70%); lib. use 712,776 v., 227,779 periodicals. New cards issued 6835; cards in use 32,593.

The failure, on Feb. 10, 1902, of the bank in which the library funds were deposited was a serious misfortune, and necessitated rigid economy throughout the year. "The greatest saving was in the purchase of books, which was almost wholly suspended during the early months of the year." There was nevertheless an increase in circulation, of 4½ per cent. in home use and 9 per cent. in reference use. "The open shelf arrangement of some 3000 volumes of fiction enjoys continued popularity. It seems a direct encouragement of novel reading to give such readers only the opportunity to go directly to the shelves to select their books, while those who would gladly take the same privilege with reference to history, travel, useful arts, sociology, are denied it. To such persons it can only be said that the people who planned the building 30 years ago never dreamed that library readers would be wanting or expecting to approach within reaching distance of the shelves. It does not seem possible now to remedy their defective foresight."

In the children's department a series of Saturday afternoon talks to children have been given on instructive subjects, which have proved most successful.

The situation regarding Andrew Carnegie's offer of branch buildings is reviewed, with expression of regret at the delay in securing sites and making the offer a certainty.

*Dover (N. H.) P. L.* (20th rpt., 1902.) Added 2010; total 29,661. Issued, home use 62,120; visitors to ref. and reading rooms 20,534. Receipts, \$4044.76; expenses \$4041.02.

The use of the library shows a decrease of



4611 from the circulation of the previous year and a decrease of 6148 in reading room use. Most of this decline has been in fiction, and is apparently owing to the influence of the Tabard Inn and Booklovers' libraries. This is regarded "rather as a relief to the library than otherwise, for they have supplied in a legitimate manner the importunate demand for the latest stories—a demand, which, however proper in itself, the library can never fill."

First of importance in the year's record is the gift of \$30,000 for a Carnegie building, received in April last, and the later gift of a desirable site from the trustees of the Franklin Academy fund. Two other gifts were the music collection of John W. Tufts of Boston, and the historical collection of Dr. John R. Ham, the latter purchased and given by E. R. Brown. The former comprises 303 sheets of music, 540 volumes, and a miscellaneous collection of periodicals; the latter, 393 volumes, dealing with Dover and New Hampshire local history and genealogy.

*Evanston, Ill.* The effort to meet the conditions on which Mr. Charles F. Grey offered two years ago to give a \$100,000 library building to the city, seems to have been given up. Mr. Grey required that a site satisfactory to himself should be secured, and a fund of about \$31,000 was raised for the purpose by public subscription. Several sites were considered suitable and were submitted to Mr. Grey but were refused by him, and the one he desired was regarded by the citizens interested in the movement as too costly.

*Fairhaven, Mass.* *Millicent L.* (Rpt.—year ending Dec. 31, 1902.) Added 811; total 16,660. Issued, home use 45,555 (fict. and juv. fict. 60.2%).

From the opening of the library, Feb. 1, 1893, to Jan. 1, 1902, 4019 persons had received borrowers' cards. On May 1, 1902, a new registration went into effect, and during the eight months to Dec. 31 the total re-registration was 1346. As a result of the re-registration it seems evident that "900 or a 1000 cardholders do nearly all the borrowing."

"The circulation per capita was 12.2, population being 3750, and the circulation per active cardholder about 45." There has been a marked decrease in fiction reading, ascribed in part to greater use by the schools of collateral reading, to the formation of a children's department, to the "library rotation" system, the new non-fiction catalog, better desk service, and the more general issue of a second non-fiction reader's card. The library is open for reading and circulation from 9 a.m. to 9 p.m. every day in the year.

Much more effective work has been done in reaching the children, which has resulted in larger use of juvenile books. The Newark charging system was installed in the spring, and the revision and completion of the non-fiction card catalog was practically completed

in February. Lists of new books are published weekly in the local press and the type held for issue as an eight-page bulletin every other month.

The use of the "rotation case" was described by Mr. Hall in the *LIBRARY JOURNAL* for November last. "From four collections averaging 157 volumes each, 35, 65, 58 and 49 per cent. respectively were taken for home reading, aggregating 322 volumes; about 1½ per cent. of the entire circulation for the period covered. During the same time the fiction read decreased 6½ per cent. largely through the influence of the case. This is distinctly encouraging in showing that many people care for serious reading if it is as easily obtainable as fiction and one-tenth as much advertised."

*Fremont, Neb.* The new Carnegie library building was opened with an informal public reception on the afternoon and evening of March 6. Despite bad weather there was an attendance of nearly 500 persons. The building cost \$15,000.

*Germantown, Philadelphia.* *Friends' F. L.* (Rpt., 1902.) Added 597; total 21,323. Issued, home use 15,514, of which 3549 were juvenile. New cards issued 439; visitors to lib. 24,227. Receipts \$4338.58; expenses \$3927.07.

It should be remembered that the library contains no works of fiction. Despite this fact the year's circulation was 1144 in excess of that of 1901 and "greater than any year since the library was founded."

The usual list of books added during the year is appended.

*Green Bay, Wis.* *Kellogg P. L.* The formal opening of the library in its spacious and imposing Carnegie building was held on Feb. 16. This marks perhaps the most important epoch in the library's fourteen years of existence and its fitting and permanent home insures its best development. The first step toward the library's establishment was taken in 1884 when a fund was started with a subscription of \$2000 offered by Rufus B. Kellogg, made on condition that an equal sum be raised by public contributions. The project was not carried through, however, and an effort to secure a half mill tax for library support was defeated at the polls. In 1887 a small fund for the library was secured, through lectures and subscriptions, and in the following year a gift of \$15,000 was made to the city by Mr. Kellogg on condition that a municipal appropriation of \$900 yearly for library support be guaranteed for 50 years. The offer was accepted by popular vote and the Kellogg Public Library was founded. It was opened, in rooms in the Kellogg bank building, on April 2, 1889. Miss Annie McDonnell, the first librarian, was succeeded, on her death in 1900, by Miss Deborah Martin, formerly assistant librarian. The gift of Mr.

Carnegie was his first library offer made to a Wisconsin town. Work on the building was begun in 1902. The library has since 1898 received a yearly city appropriation of \$1500.

*Greenville, O. Carnegie L.* The handsome library building, for which Andrew Carnegie gave \$25,000, and Henry St. Clair over \$3000, was dedicated on March 19. The exercises were largely attended, many visitors coming from the adjacent towns and rural districts, and the day was in large measure a public holiday. The chief addresses were made by L. C. Laylin, secretary of state, C. B. Galbreath, state librarian, and Lewis B. Bonebrake, state commissioner of common schools. Besides his contribution to the building fund Mr. Henry St. Clair gave the complete equipment of the reference room, which is known as the St. Clair reference library, at a cost of over \$10,000.

The building is classic in style, of stone and buff pressed brick, the entrance, stairway and wainscoting being of white marble. The delivery room, with its central circular desk, faces the entrance hall, and gives supervision over all the rooms connecting—these being the general reading room, children's reading room, St. Clair reference room, and stack room.

*Hopedale, Mass. Bancroft Memorial L.* (17th rpt.—year ending Dec. 31, 1902.) Added 686; total 9500. Issued, home use 18,187 (fict. 71 %), a gain of 6461 v. over the preceding year. New registration 269; total card holders 1000. Receipts and expenses \$2788.52.

The year has been the most successful in the history of the library. In purchase of books "special attention has been given to improving the department of travel." Nine photograph exhibits were held during the year by virtue of membership in the Library Art Club.

*Houlton, Me.* On March 22 it was voted at town meeting to accept Andrew Carnegie's offer of \$10,000 for a library building.

*Indiana State L., Indianapolis.* The last session of the General Assembly of Indiana so amended the law governing the state library that the librarian is permitted to lend other than reference and rare books to citizens of the state. This library will now be made of much larger service to the state and especially so to the club people and investigators in historical, sociological and economic lines. The General Assembly was much more generous with the state library than it has been before, increasing its purchase fund about fourfold, besides making a generous specific appropriation for the purchase of the files of the *Western Sun* newspaper (Vincennes, Ind.) from 1807 to 1842, being the only paper extant, published within the state covering this period of Indiana territorial and

early state history. This is regarded as the most valuable acquisition in the way of local history ever made by the state library.

*Kansas City (Mo.) P. L.* The relations existing between the library and the public schools were set forth in the following statement and recommendation, recently submitted by the librarian, Mrs. Whitney, to the library committee of the board of education:

"The system of placing library sub-stations in the public school buildings of Kansas City, inaugurated several years ago, is no longer an experiment. Twelve stations have been established, to which are sent, each month, 3000 books. With the strong co-operation of the principals and teachers, who have cheerfully taken the responsibility of circulating the books to the parents and children, the system has been phenomenally successful. In view of the number of new school buildings now contemplated, I respectfully suggest that in each of the new school buildings to be erected a room be set apart for a sub-station; this room to be so planned, as to make it possible to shut it off from other parts of the building, and with an outer entrance, that it may be kept open six days in the week from 8 a.m. to 6 p.m. The rooms need not necessarily be large, and would take the place of what must inevitably come in the near future, branch libraries, and with less cost to the board of education. The close relations which obtain between the schools and library through the board of education makes the proposition most desirable."

This proposition was referred by the library committee to the building committee and was favorably reported on by the latter. A certain number of reference books are placed in each branch for the use of the people in that school district, and for the teachers and pupils. To each school in Kansas City is assigned one substitute teacher, who receives a nominal salary, and for a small additional sum the substitute teacher will take charge of the school branch library, from 8 a.m. to 6 p.m. The branches were kept open during the vacation last summer one day in each week and with such good results that it will be a permanent arrangement in the future.

*Library of Congress, Washington, D. C.* Mr. T. W. Koch contributes to the *New York Evening Post* of March 6 an interesting account of the loan collection of early Italian books, owned by Mr. George Plimpton, of New York, and recently displayed in the Library of Congress. It is Mr. Plimpton's intention to present the collection to Wellesley College as a memorial of his wife, Frances Taylor Pearsons Plimpton, of the class of 1884. The collection numbers less than 600 items, being limited mainly to early editions of the Italian classics and romances of chivalry. Its chief treasures are described with knowledge and sympathy by Mr. Koch, among

them being three Petrarch manuscripts, two Boccaccio manuscripts, an Aldine volume of 1501, containing Petrarch's "cose volgari," and the first edition of Castiglione's "Cortegiano." From this is quoted the passages describing the rules for administration of the library in the household of Duke Federigo's son, Guidobaldo:

"The librarian should be learned, of good presence, temper, and manners; correct and ready of speech. He must get from the wardrobe an inventory of the books, and keep them arranged and easily accessible, whether Latin, Greek, Hebrew, or others, maintaining also the rooms in good condition. He must preserve the books from damp and vermin, as well as from the hands of trifling, ignorant, dirty, and tasteless persons. To those of authority and learning he ought himself exhibit them with all facility, courteously explaining their beauty and remarkable characteristics, the handwriting and miniatures, but observant that such abstract no leaves. When ignorant or merely curious persons wish to see them, a glance is sufficient, if it be not some one of considerable influence. When any lock or other requisite is needed, he must take care that it be promptly provided. He must let no book be taken away, but by the Duke's orders, and if lent must get a written receipt, and see to its being returned. When a number of visitors come in, he must be specially watchful that nothing is stolen."

*Long Island City, N. Y. Queens Borough L.* (7th rpt.—year ending Dec. 31, 1902.) Added 4697; total 35,342, distributed among eight branches. Issued, home use 185,434, an increase of 80,798 v. or 77 % over the number used in 1901. Total registration 14,397.

The library system consists of eight branches, nearly all of which at the time of their consolidation into one borough organization were entirely distinct in arrangement, methods, and contents, so that the task of working out a uniform basis for development has been no light one. It has been carried on with common sense and earnestness, and the report shows that much has already been accomplished toward an effective co-ordinated system. The great increase in the year's record of circulation is striking evidence of the library's development. Miss Hume, the librarian, was sent as a delegate to the Magnolia meeting of the American Library Association. She says: "The information and inspiration received at this meeting have been a strong influence for good in the conduct of the library." Much has been done in the instruction of librarians-in-charge, assistants, and apprentices, the assistant librarian, Miss Bowen, having conducted classes in cataloging, and Miss Louise Hinsdale, head of the Flushing branch, having given instruction in reference and bulletin work. This instruction has required many visits to the various branches, and has been a serious burden in

addition to regular duties. The work of the year in each branch is reported upon severally. The report has been presented only in manuscript, but it is to be hoped that it may be found practicable to print it, for it is suggestive and encouraging in its presentation of library organization under difficulties.

*Lynn (Mass.) P. L.* A reading room for the blind was opened in the library with the beginning of the year. Its work is carried on mainly under the direction of a committee of ladies from the Lynn Historical Society, through whose efforts the necessary funds were secured to buy books in raised print and employ an attendant. The room is open Monday, Wednesday, and Saturday afternoons, and is in charge of Miss Jessie Bubier, formerly a student at the Perkins Institution for the Blind, who gives instruction in reading print and music to those blind persons desiring it. Volunteer workers have been enlisted to accompany the blind readers to and from the library. Twice a month on Friday afternoons readings are given by volunteers interested in the efforts to make the library a center of help and solace to blind persons.

*Marlboro (Mass.) P. L.* The library was reopened on Feb. 10, after having been closed for six weeks on account of the disastrous fire of Dec. 25 last, which destroyed nearly all the books in the collection.

*Michigan State L., Lansing.* (Biennial rpt.—two years ending July 1, 1902.) Added 8072; total not given. Receipts \$21,475.09; expenses \$21,375.67.

The work of the travelling library department has shown a steady increase. During the period covered 722 libraries have been sent out, with 16,944 readers, and a circulation of 75,832. The appendixes form the bulk of the report, and include lists of exchanges received, and reports of associate and travelling libraries.

*New Bedford (Mass.) F. P. L.* (51st rpt., 1902.) Added 4795; total 81,014. Issued, home use 114,697 (fict. 73.5 %).

"In September arrangements were made with the manager of the Tabard Inn Library for a service of 250 books. The books furnished are books of current interest, mainly fiction. This arrangement has proved very popular, and it saves the library from buying a good deal of fiction which people wish to read, and which perhaps is worth reading, and yet is not worth while to purchase as permanent additions to the library."

*New Orleans, La.* The city council on March 10 voted to accept Andrew Carnegie's offer of \$250,000 for a library building and branches.

*New York P. L.* At the trustees' meeting held on March 11, it was announced that the consolidation of the Aguilar Free Library with the New York Public Library, which

has been pending for some time, had been completed, and that the four branches of the Aguilar Library are now a part of the circulating department of the public library. Two of the trustees of the Aguilar Library, Mark Ash and Henry M. Leipziger, have been added to the committee on circulation of the New York Public Library. It was also announced that the New York Free Circulating Library for the Blind at 121 West 91st st., had been consolidated with the public library.

*New York City, Aguilar F. L.* THE PASSING OF THE AGUILAR FREE LIBRARY. (In *The American Hebrew*, March 6, 1903. 72:525-526.)

A retrospect of the library, by Judge Samuel Greenbaum, occasioned by its passing under the control of the New York Public Library.

*Newark (N. J.) F. P. L.* Miss Beatrice Winsor, assistant librarian, gives in the March number of the *Library News* the following account of the recent art exhibition held in the library gallery: "On Friday, Feb. 27, the first loan exhibition of paintings ever held in the library and the first held for many years in the city was opened to the public. The interest manifested in the really fine collection of the paintings of foreign artists was without parallel, I may venture to say, in the history of the city. Over 32,000 persons visited the gallery during the 16 days, February 27 to March 15, and the pleasure given to so many thousands of people was ample reward for those who planned and executed this unique exhibition. The citizens who knew Newark best, prophesied that it would be impossible to arouse any great interest in paintings in a manufacturing city like this. Those who planned and carried out the scheme, however, were completely vindicated by the phenomenal attendance of persons from every walk of life. A neat, well printed catalog, giving a list of the paintings with the names of their owners and brief notices of the painters, served as a pleasant souvenir of the occasion. Other loan exhibitions will follow, one of the work of American artists has already been promised, and there are enough paintings to be found in the private houses of the city to have several others. It is hoped that the seed sown will bear fruit, and that Newark may have a permanent free art gallery and museum ere long—public buildings no city should be without."

*Northampton, Mass. Forbes L.* (8th rpt.—year ending Nov. 30, 1902.) Added 7398 v., 3245 pm.; total 91,355 v., 12,423 pm. Issued, home use 95,088 (fict 45,563; photographs 11,625); lib. use 6649. New registration 1070; registration in force, 5946, being 31.9 per cent. of the population.

The increase in home circulation for the year was 6019, or  $\frac{6}{4}$  per cent.

Mr. Cutter says: "The total issue of the libraries belonging to the city is 146,095, which is 7.8 for each inhabitant, a proportion larger than that reported by any other city and about eight times the proportionate circulation of city and town libraries for the United States." Included in the report is the comparative summary of the library facilities of Northampton, first contributed to Charles F. Warner's "Northampton of to-day" and previously noted in these columns.

Preliminary work has been carried on toward the preparation of a new catalog for which it is intended to make the Library of Congress printed cards the basis. For this 12,004 cards have been received from the Library of Congress and 3830 from the American Library Association.

*Peoria (Ill.) P. L.* A branch library has been opened in South Peoria, at the corner of Washington and Lisk streets. It is well equipped, in a large and comfortable room, which was secured and fitted up by Mr. A. S. Oakford, who will assume the cost of its maintenance during its first year.

*Pittsburgh, Pa. Carnegie L.* On March 27 an authorized statement was made by W. N. Frew, trustee of the library, to the effect that Andrew Carnegie had arranged to give an additional \$1,550,000 for the enlargement and extension of the library.

Last year plans were submitted to Mr. Carnegie for the improvement of the building, which called for an expenditure of \$3,450,000. The plans were not satisfactory, and new ones were drawn, which have recently been submitted to Mr. Carnegie, and which called for an additional million and a half dollars. These plans proved satisfactory, and were at once accepted. Mr. Carnegie announced to Mr. Frew that he might as well make his gift a round \$5,000,000, and made his present gift \$1,550,000. In addition, it was announced to-day that he would build a branch library in the East End, this city, to cost \$150,000, work to be started at once.

The \$5,000,000 for the extension of the library is independent of Mr. Carnegie's enormous gift, amounting to about \$10,000,000, for the proposed technical school. A feature of the extension to the main library will be the architectural hall, which will be 120 feet square and extend from the ground floor to the skylight. It will be used for displaying architectural casts, and will be a distinctly new departure in the field of exhibits embraced by the institution. It is estimated that the art gallery space will be tripled in size, while the other departments will undergo a corresponding enlargement. The library itself will occupy as much space as is contained in the whole of the present building.

*Salem (Mass.) P. L.* (14th rpt.—year ending Nov. 30, 1902.) Added 1845; total 43,447. Home use 108,986 (fict. 78 %); vis-



itors to ref. room 8719. New registration 785; total registration 6303.

The cost of books, it is found, has increased over 15 per cent., owing to the new net system of publication. "Perhaps, in view of the increase in cost of most other classes of commodities we should likewise expect an increase in the cost of books, but whether justified or not, it greatly hampers the usefulness of libraries with restricted funds."

The use of the Library of Congress printed catalog cards has now been maintained for over a year, with entirely satisfactory results. "In all 2469 cards have been received for 714 different books, an average of  $3\frac{1}{2}$  cards per title. The number of cards per title ordered is usually either two, three or four, but in one case 45 cards were required to properly catalog the book and in another case 54. In five cases one was sufficient. The total cost of the cards has been \$25.42, an average of 3.6 cents per title or one cent per card. In figuring this cost allowance is made for the galley proofs and the rebate. Somewhat detailed statistics of the promptness of receipt of cards have been kept for most of the year. Of 661 books for which cards were ordered, cards were received for 534 titles or 81 per cent. The service has been much better during the second half of the year. During the first six months, 74 per cent. only of the titles were supplied, during the second six months, 89 per cent. The time limit on orders is generally about four weeks, and books for which cards are not received within that time are cataloged in the library. If we were willing to wait indefinitely nearly all of the orders would have been filled. From December to May, 68 per cent. of the titles which were furnished were received during the first week, 18 per cent. during the second week, and 14 per cent. later, while from June to November, 87 per cent. were received during the first week, eight per cent. during the second week, and only five per cent. later."

*San Francisco.* The city board of supervisors on March 30 approved a bill recommending, among other public improvements, the acquisition of land and the construction of a public library building. A block on Van Ness avenue, "or a similar block of like value in the same locality," was suggested for a site.

*Steubenville, O. Carnegie L.* The first report of the library, for the year ending Feb. 28, 1903, as printed in the local press, gives the following facts: Added 2897; total 6035. Issued, home use 28,628, of which 12,643 were juvenile books. Total borrowers 1808.

The opening exercises of the library were held on March 11, 1902, and routine work was begun on the following day. At the time of opening there were 3138 v. on the shelves, of which 2830 had formerly belonged to the school library. The registration records show that the library reaches every part of the city,

and special efforts have been made to extend the knowledge of its existence. "Printed folders were sent to all the mills and factories in the city inviting the workers there to use the library. These were given to each man in his pay envelope and the effect was soon noticed in the library in the increased number of registrations. The bulletin board at the corner of Market and Fourth streets has also brought many strangers here and the demand for the books so advertised is very evident."

In the children's department a story hour has been held every Friday afternoon since the middle of October. "Stories from Norse mythology and the Nibelungen lied have been told, with occasional breaks for Thanksgiving and Christmas stories. The average number of children present at the story hour has been about 100, with extremes of attendance varying from 438 on the opening day to two on the day after Christmas. Besides helping the children to find books that will interest or help them and suggesting more solid reading to those who only like stories, a great deal of time is spent in aiding them to look up subjects assigned them in school, principally nature work, essay-writing, debates and history. Bulletins have been exhibited each month on the walls of the children's room and when they have served their purpose in the library they are loaned to the various schools and put up in the school rooms. Mounted pictures on various subjects have been sent to the schools, and all the rooms, both in Steubenville and Mingo, have been personally visited by the librarian, and the children told about the library and cordially invited to visit it. Collections of books have been placed in the Garfield, Lincoln and Jefferson buildings and the school board have provided very attractive cases for them, not only in the buildings where the library has already placed books, but also in the other schools in preparation for the time when we shall have enough books to supply all these schools. In all the work with the schools the teachers and all the officials connected with the educational interests of the city have evidenced their warm sympathy with the library."

*Taunton (Mass.) P. L.* (37th rpt. — year ending Nov. 30, 1902.) Added 1033; total not given. Issued 78,858 (fict. 42,213; juv. 22,180.) New registration 898; total registration 4495. Receipts and expenses \$7406.24.

Most important in the year's record was the gift of \$60,000 from Andrew Carnegie for a new building, offered on May 8, and accepted by the city council on Aug. 30.

*Tipton (Ind.) P. L.* Mrs. N. B. Shirk, widow of the late Elbert H. Shirk, of Tipton, has given \$5000 to the library as an endowment fund, the income to be devoted to the purchase of books. The fund is to be known as the Elbert H. Shirk Memorial Library Fund.



*University of Michigan L.* (Rpt.—year ending June 30, 1902.) Added 9539, of which 7355 were accessions to the general library; total 165,000 v., of which 130,654 v. and 1250 pm. are in the general library. Recorded circulation 158,036; drawn for home use by professors 9913, giving a total of 167,949, being 10 per cent. over the recorded circulation of last year.

The sorting and binding of unbound pamphlets has been carried on systematically, according to the following rules:

"1. Those of special interest for any reason, and those containing considerable matter were bound singly, and each one was called a *volume* and counted as a volume.

"2. Those of sufficient importance to catalog, but not of sufficient importance to bind singly, were classified and bound in volumes. Disposed of in this way they were no longer counted singly, but collectively as volumes.

"3. Those worthy of preservation, but not of sufficient importance to catalog, were classified and disposed of in such a manner as to be available if wanted. These are known as *pamphlets* and reported as such.

"Of the first class, that is, those of sufficient interest to bind singly, 3100 have been bound. Of the second class, 3185 have been bound in 163 volumes, averaging about 20 to the volume. Where there have not been enough of a class to form a volume, a volume has been begun in a temporary case. These temporary cases receive the proper volume number and go upon the shelves, and the pamphlets they contain are cataloged. When a sufficient number to form a volume have accumulated they are permanently bound and the temporary case is available for similar use again. Of the third class, 1500 have been disposed of in the manner already described."

*Washington, D. C. P. L.* Under the provisions of a paragraph in the law making appropriation for the legislative, executive and judicial branches of the government, passed at the last session of Congress, 1000 miscellaneous books have recently been turned over to the Library of Congress. Under the authority of another paragraph of the same act, the Librarian of Congress has turned about 900 of these books over to the Washington Public Library.

The authority for this transfer given in the legislative law, and the action which has just been taken under it, constitute the first results of a long continued effort on the part of the trustees of the public library, to secure authority whereby the books stored away in the various government departments, bureaus and commissions might be made available for the use of the general public.

The law in question is as follows:

"The head of any executive department or bureau or any commission of the government is hereby authorized from time to time to turn over to the Librarian of Congress, for the

use of the Library of Congress, any books, maps or other material in the library of the department, bureau or commission no longer needed for its use, and in the judgment of the Librarian of Congress appropriate to the uses of the Library of Congress.

"Any books of a miscellaneous character no longer required for the use of such department, bureau or commission, and not deemed an advisable addition to the Library of Congress, shall, if appropriate to the uses of the Free Public Library of the District of Columbia, be turned over to that library for general use as a part thereof."

The books which have been transferred, under this authority, were a part of the library of the Department of Labor, one of the smallest of the departmental libraries. Most of the books were works of fiction, and it was not deemed necessary to hold them in the Library of Congress, as they were duplicates of books already there.

It will readily be seen how important this source of increase to the public library collection may become, should the miscellaneous non-technical books in the other department and bureau libraries be released for use in the same manner, when it is pointed out that in 1900 there were said to be 786,463 v. in these department collections, a large proportion of which undoubtedly come within the provisions of the new law.

*Watertown (Mass.) F. P. L.* (35th rpt., 1902.) Added 1221; total 28,369. Issued, home use 40,817 (fict. 18,855); lib. use 1359. New borrowers 355; total borrowers 9403. Receipts \$5363.30; expenses \$5358.19.

*Worcester County (Mass.) Law L.* (5th rpt.—year ending March 20, 1903.) Added 592; total not given. There were 15,088 v. issued to 2518 readers, being an increase of 426 readers and 2240 v. over the previous year's record. Regarding accessions Dr. Wire says: "Contrary to the practice of many libraries, we aim to add as few as possible on account of expense involved and room occupied. This subject of completeness is one of peculiar interest to law libraries. In all other classes of reference libraries quality and not quantity is most highly valued. A selection rather than a collection is what is sought by the scholar and maintained by the librarian. But in law libraries an artificial standard of completeness is sought to be set up. Time and time again, from persons who are directly interested in manufacture and sale of law books, we are told, 'Your library is not complete until you have so and so.' In many cases it is more complete without such works. They are mere compilations, most avowedly made to sell and that alone. They are ephemeral and superseded in a few years by new editions or new works of the same or similar houses. No one library is complete or ever can be. For instance, we have complete set of our own state reports, session laws and di-

gests, and the local text-books. But it is not necessary that we have all these reports, session and statute laws, and local text-books of each and every other state. It would be a waste of money to attempt it."

#### FOREIGN.

*Cambridge (Eng.) Univ. L.* The Chinese library of the University of Cambridge is described by Herbert Allen Giles in his study of "China and the Chinese" (N. Y., Macmillan, 1902.) The chapter devoted to this collection, entitled "A Chinese library," is illuminating in many ways. The library is a carefully selected collection of the best in Chinese literature representing the work of a scholar who resided over 40 years in China. The divisions of the Cambridge library are as follows: A, The Confucian canon; B, The dynastic histories of China; C, Geography and topography; D, Poetry, novels and plays; E, The Chinese language, dictionaries, etc. Professor Giles briefly describes the character of the books in each division.

*Cardiff (Wales) School Board.* The librarian's annual report on the school libraries for the year ending August, 1902, is issued in pamphlet form. There are now 9551 books distributed among 39 schools, which have had a circulation of 169,314 v. for the year. The libraries have been in operation a little over three years, the circulation for that period reaching a total of 439,195. "The school libraries provide reading for a very large number of children, who, before they were instituted, had no regular and efficient stock of books upon which they could draw. The largely increased circulation of juvenile books from the public libraries during the same period shows that the fostering of the reading habit during school life induces children to continue their reading when school life is over."

Mr. Ballinger's report is interesting and suggestive in its outline of the way in which books are brought into contact with each branch of school work. "To meet the requirements of the blind children in attendance 20 volumes in the Braille character were selected by the teacher from the public library stock. These 20 volumes were sent to the Adamstown school, and placed in the care of the teacher of the blind. No record of the use made of them has been supplied. They are about to be exchanged for a fresh selection of the same number of volumes. During the year just closed the scheme for a closer union between the school and the public library has been carried as far as it is possible to go under existing conditions. The main idea is that during school life the children shall acquire, under the supervision of the teacher, a love of good books, and be shown how, and what, and when to read.

"Each infants' department has now been supplied with a small number of well illustrated books, suitable for reading to very

young children. The infant teachers have been requested to use these at least once a week, either showing pictures by Kate Greenaway, Randolph Caldecott, and other well-known illustrators of children's books, or reading aloud such classic child literature as 'The owl and the pussy cat,' 'John Gilpin,' or the nursery rhymes. This is the first stage.

"The school libraries in the boys' and girls' departments is the second stage.

"The third stage is represented by what is known as 'library lessons.' The upper standards from each boys' and girls' department are taken to the central reference library for the inspection of books and other things illustrating some definite subject. During this year the teachers have had the choice of two groups of books, maps, seals, manuscripts, etc., illustrating the history of the Tudor and the Stuart periods respectively, these being the periods of history taken by the schools.

"To return to the children. Having as far as possible made them acquainted with the uses and pleasures of books, for study and for recreation, the next step is to make it easy for them to pass from the school to the public library. This is a difficult problem. It is met as far as possible by each head teacher being entrusted with a book of recommendation forms, which can be given to the children either when the school life ends or before, if the teacher thinks fit. This recommendation is accepted as a free passport to the libraries. Its presentation at the library counter insures for the holder a reader's ticket, which holds good for a year. Many of the teachers use these forms constantly, but others only do so occasionally. When branch lending libraries are open in every district it may be desirable to confer with the teachers on this, the culminating point of the school and library scheme."

*Charkow, Russia.* The Public Library of Charkow, founded 16 years ago, possesses now over 90,000 volumes, more than half of these being gifts from writers, societies, or persons interested. The funds of the library are very limited, so much so that there is generally an annual deficit of about three thousand rubles, to be covered by subscriptions or gifts.

*Lindsay (Ontario, Can.) P. L.* (Rpt.—year ending Dec. 31, 1902.) Added 169; total 3860. Issued 18,156 (fict. 10,060.) No. borrowers 1401. Receipts \$1162.93; expenses \$919.32.

The most important event of the year was Mr. Carnegie's offer of \$10,000 for a new library building, and the details of securing plans. No site has yet been secured, however.

*Ontario, Can. Reading camps.* The second annual report of the Canadian Reading Camp movement (1901-02) is issued in a small pamphlet (58 p. T.) with the title "Library extension in Ontario: reading camps and club

houses." Mr. Fitzpatrick, secretary of the organization, reports that there are now 27 reading camps or reading rooms maintained by lumber companies and supplied with books, daily and weekly papers, magazines, games, etc. Mr. E. A. Hardy, the librarian, says that during the winter 34 boxes of books have been sent from 21 places to the camps, but that there is difficulty in securing sufficient gifts of suitable books. He adds: "Nothing seems more certain than this, that this work ought to extend until it embraces every lumber and mining camp in the province. That would mean some 500 reading camps. This is unquestionably too much to ask of private effort, and should be undertaken by the Ontario government. Two ways are open, either to make it compulsory upon the employers to provide these reading camps, or to extend the public libraries act to cover these camps. The latter appears much the better way. By treating the lumber or mining company as the trustees of the reading camp, a clause could be inserted in the public libraries act to extend its provisions to these camps, though limiting the grant to \$50 or \$75 for each camp, and, of course, confining this provision to those companies who erect a reading camp." Many letters are printed from lumber firms expressing a sense of the merit of the reading camp work.

*South Australia P. L. Museum, and Art Gallery, Adelaide.* (Rpt., 1901-2.) Added 1739; total 48,005. Attendance 72,147 for the 303 week days, and 6500 for 50 Sundays, a total increase of 1371.

The recataloging of the collection has been carried on with the aid of two extra assistants provided by special appropriation.

### Practical Notes.

The CHICAGO BINDER MFG. CO. have patented a magazine holder for single magazines or for heavy pamphlets that possesses useful features. The publication is kept in place without perforation, by slipping between the center pages a stout cord or a metal blade, which is then securely fastened. Insertion and removal are simple processes and the binder is light and easily handled.

SWITZER, W. H. Furnace heating in the public library, Iliou, N. Y. (*In The Engineering Record*, Jan. 31, 1903. 47:133-134.) il.

An abstract of a paper presented at the winter meeting of the American Society of Heating and Ventilating Engineers. The system described was installed in the fall of 1892, and has proved eminently satisfactory, an average consumption of 20 tons of coal per winter heating a total air space of more than 60,000 cubic feet in a building exposed on all sides and having a window surface of 529 square feet. A temperature of 70 has been maintained with the mercury at 18 below zero.

### Gifts and Bequests.

*Bangor (Me.) P. L.* By the will of the late Mrs. Harriet S. Griswold the library receives a bequest of \$10,000, to be used for the erection of a new building.

*Hanover College, Madison, Ind.* Mrs. Eliza S. Hendricks, widow of ex-president Thomas A. Hendricks, has given \$25,000 to Hanover College for the erection of a library in memory of her husband.

#### Carnegie library gifts.

*Belding, Mich.* March 25. \$10,000.

*Colorado City, Col.* March 24. \$10,000.

*Freehold, N. J.* April 1. \$10,000.

*Hudson, Wis.* March 21. \$10,000.

*Palo Alto, Cal.* March 4. \$10,000.

*Pittsfield, Me.* March 22. \$10,000. The town had previously voted to appropriate \$1000 yearly for library maintenance.

*Wilmette, Ill.* March 28. \$10,000.

### Librarians.

ALLEN, Miss Helen C., Pratt Institute Library School, class of 1903, has been engaged as librarian of the Ethical Culture Schools, New York City.

BERNHARDT, Mrs. Ada S., has been elected librarian of the Morrison-Reeves Library, Richmond, Ind., succeeding Mrs. Sarah A. Wrigley.

HAZELTINE, Miss Alice Isabel, of the New York State Library School, 1901-2, has been appointed assistant in the Public Library of Buffalo, N. Y.

LEIGHTON, Mrs. Flora H., librarian's secretary in the City Library of Springfield, Mass., has been appointed assistant librarian in the Millicent Library, Fairhaven, Mass.

TITUS, Miss Mary V., of the Pratt Institute Library School, class of 1897, has been engaged to catalog the library of the Prison Association, New York City.

WALES, Miss Elizabeth, has been appointed librarian of the Farnsworth Library, Oconto, Wis.

WOOD, Miss Harriet A., head cataloger in the library of the University of Iowa, Iowa City, has been appointed librarian of the Cedar Rapids (Ia.) Free Public Library, succeeding Miss Harriet McCrory, whose engagement to Mr. Frank A. Grove, of Buffalo, was recently announced and whose resignation takes effect May 1.

WYCHE, Benjamin, librarian of the library of the University of Texas, has been elected librarian of the Carnegie Library of San An-

tonio, Tex. Mr. Wyche is a graduate of the University of North Carolina, 1894, and was a student at the Amherst summer library school. He has been librarian of the University of Texas since 1897.

YOUNG, Miss Hester, Pratt Institute Library School, class of 1902, has resigned her position at the Hampton Institute Library to become cataloger of the library of Toronto University, Canada.

### Cataloging and Classification.

CARNEGIE L. OF PITTSBURGH. Contemporary biography: references to books and magazine articles on prominent men and women of the time; comp. by Agnes M. Elliott. 171 p. O.

This is a consolidation of the various lists printed in the library *Bulletin* during 1899 and 1900. In its present form it is an extremely useful guide to a mass of material—books and magazine articles—relating to well known or distinguished persons now living or who have died since 1890. The lists are classed by professions or careers, and there is an alphabetic subject index. The volume should be most helpful to the reference librarian.

DETROIT (*Mich.*) P. L. *Bulletin* no. 14: books added in 1902. Detroit, 1903. 249 p. O.

EDMANDS CLASSIFICATION. The calls received for my system of classification show that the interest in it has not wholly died out. It seems perhaps worth while to announce that there are a few copies still left which will be sent, while they last, to any applicant on receipt of two cents for postage.

JOHN EDMANDS,  
*Mercantile Library of Philadelphia.*

THE KANSAS CITY (*Mo.*) P. L. Quarterly for April continues the serial publication of its catalog with an instalment devoted to Theology. This covers 26 pages, in a short author-and-title list. There is also a short list (a dozen titles) on Landscape gardening, and the quarterly record of accessions.

THE MILLICENT LIBRARY (*Fairhaven, Mass.*) issues reading list 3, devoted to George Washington and Abraham Lincoln, in a little pocket-sized pamphlet.

THE NEW BEDFORD (*Mass.*) P. L. *Bulletin* for March contains reference list no. 62, devoted to a record of "Local histories—New England states."

THE NEW YORK P. L. *Bulletin* for March prints from the manuscripts in the Ford collection a most interesting letter from Dr. Samuel Gridley Howe, written in 1832 during his imprisonment in Berlin for his efforts

in aid of refugee Poles. The second part of Miss Hasse's notable bibliography of official publications of the General Assembly of the Colony of New York, 1693-1775, is given, covering 1728-1747.

PUBLIC LIBRARY OF NEW SOUTH WALES, *Sydney*. Guide to the system of cataloguing of the reference library; with rules for cataloguing, the relative decimal classification, and headings used in the subject-index; by H. C. L. Anderson. 4th ed., March, 1902. Sydney, 1902. 10+393 p. l. O. bds., 10s.

Previous editions of this "guide" have been noted in L. J. April, 1896 (21:169), and November, 1898 (23:642). The present edition was made necessary "by the recent adoption of the Decimal system of classification and embodies the results of five years' further experience in cataloging and indexing over 100,000 volumes." The D. C. has been applied to all accessions since January 1, 1901, and the reclassification of the main collection has been undertaken. The D. C. class number has been affixed, so far as practicable, to each subject-heading. Mr. Anderson gives a detailed statement of the purpose and characteristics of the work, and devotes 18 pages to an exposition of the rules for cataloging developed by practice and experience. The volume will be interesting to all catalogers.

THE SALEM (*Mass.*) P. L. *Bulletin* for March contains special reading lists on Easter, European travel, and John Wesley.

THE SAN FRANCISCO P. L. *Bulletin* for March has a short classed reading list on Gardening.

THOMAS CRANE P. L., *Quincy, Mass.* Classified list of new books added during the year 1902. Published by the trustees, 1903. 16 p. O.

TRENTON (*N. J.*) F. P. L. Catalogue of works on science, useful arts, fine arts. February 1, 1903. Trenton, N. J., 1903. 54 p. l. O.

A D. C. classed list, with author index, clearly printed on heavy manila paper.

THE WILMINGTON (*Del.*) INSTITUTE F. L. has begun the publication of a monthly bulletin, of which the March number is number 1 of volume 1. It is devoted to the usual news notes and lists of accessions, the latter with excellent annotations, the material having first appeared in one of the local papers, which allows the library to use the linotype slugs later for this purpose.

#### CHANGED TITLES.

A QUERY.—Is Whitman, Personal reminiscences of Prince Bismarck, Appleton, 1903, the same in contents as Whitman, Latter days of Bismarck, Murray? WILLIS K. STETSON.

**Bibliography.**

**ARISTOTLE.** Aristotle's psychology: a treatise on the principle of life (*De anima* and *Parva naturalia*); translated with introduction and notes by William Alexander Hammond. London, Swan Sonnenschein & Co., Ltd., 1903. 86+339 p. 8°.

Contains a 4-page bibliography of the psychology of Aristotle.

**BABYLONIA.** Goodspeed, George S. History of the Babylonians and Assyrians. New York, Charles Scribner's Sons, 1903. 13+422 p. 8°.

The appendix contains a bibliography.

**CO-EDUCATION.** Co-education of the sexes in the United States (chapter 28 of Report of U. S. Commissioner of Education, 1900-1901, v. 2, p. 1217-1315. Washington, Gov. Print. Office, 1903.)

The bibliography appended to this comparative review of co-education in public schools, colleges, and universities, covers five pages (about 170 entries), arranged alphabetically by authors.

**ENGINEERING.** The *Engineering News* Literary Supplement of March 19, 1903 (69:30), publishes several lists of books for "a small library for a young civil engineer." The lists were prepared by practical engineers.

**EUCALYPTIS.** McClatchie, Alfred James. Eucalyptis cultivated in the United States. (U. S. Dept. of Agriculture, Forestry Bulletin, no. 35.) Washington, Government Printing Office, 1902. 106 p. 8°.

Contains a 2-page bibliography, most of the titles being in French.

**GARDENING.** Nichols, Rose Standish. English pleasure gardens. New York, The Macmillan Co., 1902. 22+324 p. 8°.

Contains an 8-page classified bibliography.

**GERMANY.** Dahlinger, Charles W. The German revolution of 1849: being an account of the final struggle, in Baden, for the maintenance of Germany's first national representative government. New York, G. P. Putnam's Sons, 1903. 10+287 p. 8°.

Contains a 4-page bibliography.

**KRUPPS, The.** A bibliography of the lives and the work of the founder of the Krupp works at Essen, Prussia, (Friedrich Krupp, 1787,) and his successors, Alfred, and Friedrich Alfred Krupp, 1812-1902, compiled by T. Kellen, was published in the *Börsenblatt f. d. deutschen Buchhandel*, Feb. 11, 1903, p. 1160-1165; Feb. 12, p. 1201-1205.

**LAW.** Bibliographie générale et complète des livres de droit et de jurisprudence publiés jusqu'au 7 novembre 1902, classée dans l'ordre des Codes, avec table alphabétique des matières et des noms des auteurs. Paris, Marchal & Billard, 1903. 23+173 p. 8°.

**MONEY.** Scott, William A. Money and banking: an introduction to the study of modern currencies. New York, Henry Holt & Co., 1903. 10+381 p. 8°.

Each chapter is followed by specific references to the subject treated of in the chapter. There is also an 11-page selected bibliography.

**SCHOOL READING.** McMurry, Charles. Special method in the reading of complete English classics in the grades of the common school. New York, The Macmillan Co., 1903. 5+254 p. 12°.

Contains an annotated list of books, arranged according to grades, from the fourth to the eighth inclusive, with an index of titles, p. 205-254. Publishers are given, but the titles under the grade are arranged helter-skelter.

**STEEL WORKS.** Brearley, Harry, and Ibbotson, Fred. The analysis of steel-works materials. London, Longmans, Green & Co., 1902. il. 15+501 p. 8°.

This volume contains two bibliographies: (1) of the metallography of iron and steel (p. 305-315); (2) of steel works analysis, by Harry Brearley (p. 353-495.) The latter contains 1858 titles, classified and annotated. It was first published in *Chemical News* during 1899-1902, and the installments were noted from time to time in the *LIBRARY JOURNAL*. It is brought down to the end of 1901.

**STEVENSON, Robert Louis.** "A bibliography of the works in prose and verse of Robert Louis Stevenson, 1866-1892," by Colonel W. F. Prideaux, C.S.I., will shortly be published by Mr. Frank Hollings. It will include the privately-printed works and opuscula, and his contributions to magazines, newspapers, and other periodical publications. It will also contain an appendix, which will comprise a list of the principal books and articles that have been written on Stevenson. The book is now at press, and is being printed by Messrs. T. and A. Constable at the University Press, Edinburgh.—*Literary World, London*.

**UNITED STATES BANK.** Catterall, Ralph C. H. The second bank of the United States. (Decennial publications, 2d ser., v. 2, University of Chicago.) Chicago, University of Chicago Press, 1903. 14+538 p. 8°.

Contains a 14-page bibliography.



## INDEXES.

The CUMULATIVE INDEX TO PERIODICALS (Cleveland, O.), beginning with January, 1903, has added to its list of periodicals indexed *American Journal of Sociology*, *Guntow's Magazine*, *Municipal Affairs*, *American Catholic Quarterly*, and *Masters in Art*. Its annual cumulated volume has been made a permanent feature of the index, making unnecessary the preservation or binding of the quarterly cumulations, and giving the year's record in one alphabet.

FLETCHER, W: I.; and Bowker, R: Rogers.

The annual literary index, 1902; including periodicals, American and English, essays, book chapters, etc.; with author-index, bibliographies, necrology, and index to dates of principal events; ed., with the co-operation of members of the American Library Association and of *The Library Journal* staff. New York, Office of *The Publishers' Weekly*, 1903. 7+281 p. O. cl., \$3.50 net.

POOLE's index to periodical literature: fourth supplement from January 1, 1897, to January 1, 1902; by W: I: Fletcher and Mary Poole, with the co-operation of the American Library Association. Boston, Houghton, Mifflin & Co., 1903. c. 14+646 p. Q. cl., \$10 net; shp., \$12 net; hf. mor., \$14 net.

"This fourth five-year supplement closes a period of twenty years since the publication in 1882 of the main volume. In that volume and the four supplements 427 different periodicals have been indexed, with a total of 10,881 volumes. The five volumes contains 3677 pages, with references to about 520,000 articles. The present supplement includes 170 different periodicals out of the 427 which have been indexed from first to last. The rest have ceased to be."—*Preface*.

INDEXES TO AGRICULTURAL LITERATURE. In a report to the 15th annual convention of the Association of American Agricultural Colleges and Experiment Stations, Miss Josephine Clark, librarian of the U. S. Department of Agriculture, notes the work recently done in indexing agricultural literature. She says: "As far as I know all the published indexes of agricultural literature have been issued by the Department of Agriculture. The Office of Experiment Stations has continued the valuable card index of experiment station literature, the number of cards issued the past year being 1900, making a total of 21,500 cards published up to date. This office has also completed a card index of the first twelve volumes of the Experiment Station Record, which it intends to publish in book form as soon as funds will permit.

"An index to literature relating to animal industry in the publications of the Depart-

ment of Agriculture, 1837 to 1898, prepared by Mr. George F. Thompson, of the Bureau of Animal Industry, has proved a most useful addition to our published indexes. The volume contains 676 pages, furnishing about 75,000 references to the publications mentioned. The library of the department has continued the printing of the card index to the department publications, issuing the cards as fast as the printing appropriation would allow. The index now includes the Yearbooks up to 1900, and the Farmers' Bulletins up to 118; an issue is nearly ready for distribution which includes Farmers' Bulletins 119-128, and the publications of the following divisions: Accounts, Agrostology, Botany, and Soils. Reports are constantly coming to us of the usefulness of these cards in revealing the valuable material long buried for lack of an index which could be incorporated with the general catalog of the library.

"If facilities for editing and printing the material could be assured at the Department of Agriculture there would probably be more uniformity in the results attained, and the cost would be nominal. As the Library of Congress has undertaken to supply printed catalog cards at cost price to all libraries which desire them, so it seems entirely feasible for the Department of Agriculture Library to further, by co-operation or otherwise, an undertaking of small magnitude compared with that of the Library of Congress, namely, the indexing of the literature of agriculture."

### Anonymous and Pseudonyms.

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Hallam, Frederick W., is compiler of "Beautiful thoughts from John Greenleaf Whittier and Oliver Wendell Holmes, arranged by F. W. H."

Harper, Mrs. Oline, is the author of "Letters of an American countess to her friend."

Huff, Earle Phineas, is the author of "A synopsis of obstetrics."

Irvine, Leigh Hadley, is the author of "The writer's blue book . . . by an editor."

James, Hartwell, is the author of "Animal stories for little people."

Kolarik, Joseph, is the author of "The creamery patrons' handbook."

Poole, Cecil P., is the author of "The electrical catechism."

Reddale, Frederic, is the compiler of "Wit and humor of American statesmen."

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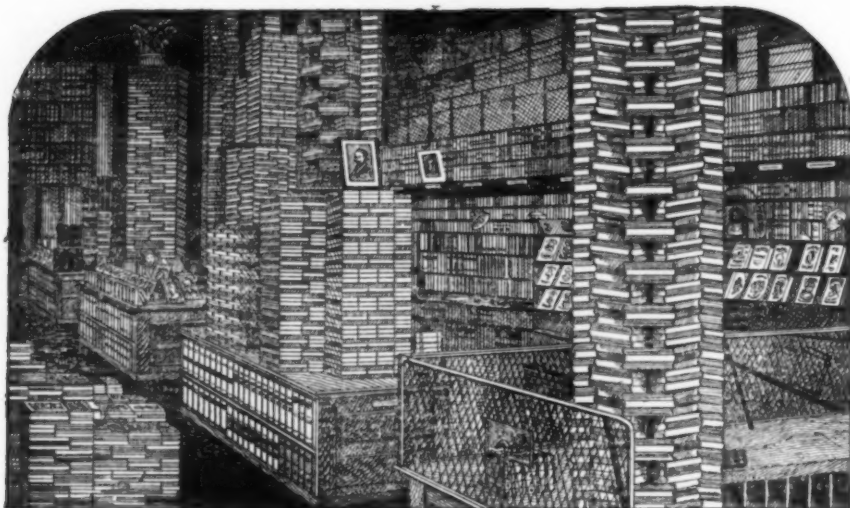
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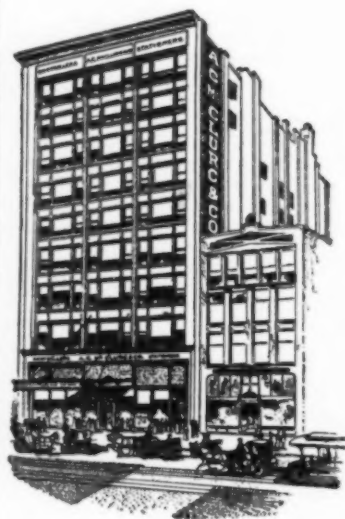
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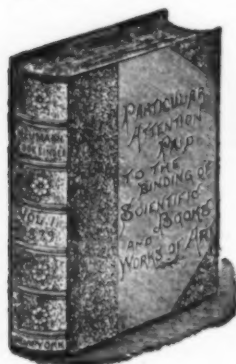
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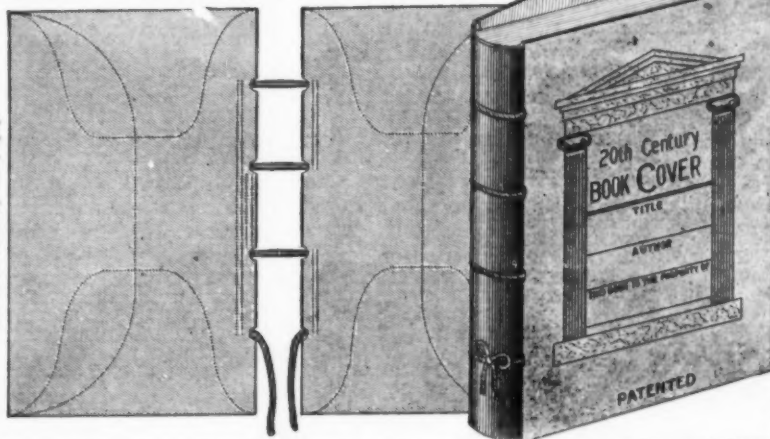
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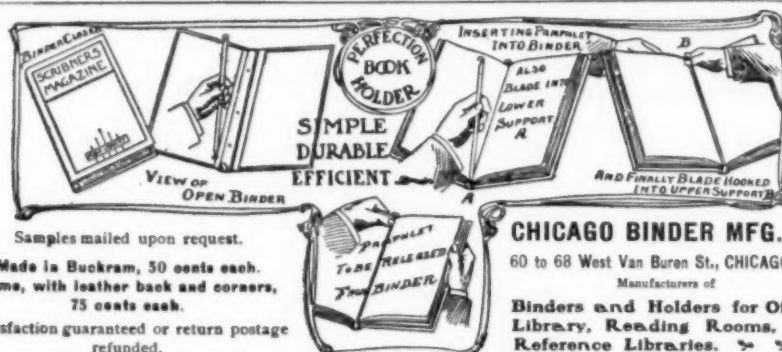
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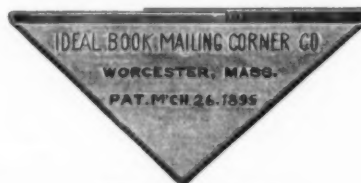
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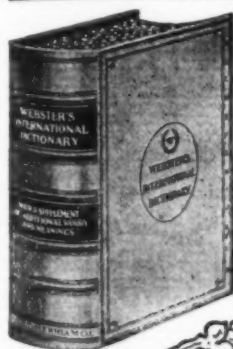
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